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Preface

At Nossal High School our senior curriculum begins in Year 10. We invite our students to select a personalised learning plan with subjects that will challenge and engage them in preparation for their future. Life in the 21st century is fast paced, in an interconnected globalised world. It requires critical thinking skills and an international perspective. Nossal students learn to understand this through their introduction to the Five Minds of the Future (Gardner, 2008) philosophy. Our senior curriculum is designed to build on the foundation set in Year 9. The Senior School Handbook has been designed to inform students, parents and guardians of the range, content and intended outcomes of the studies on offer to students in year 10, 11 and 12 in 2015.

All students at Nossal High School are encouraged to have an individualised learning plan depending on their learning needs and aspirations. The school recommends that:

Students in year 10 choose from two options:
1. Study only Year 10 Units
2. Complete Year 10 Units and study one VCE Unit 1 & 2 subject

Students in Year 11 choose from two options:
1. Study 6 VCE Unit 1 & 2 subjects
2. Study 5 Unit 1 & 2 subjects and one VCE Unit 3 & 4 subject

Students in Year 12 choose from two options:
1. Study 5 VCE Unit 3 & 4 subjects
2. Study 4 VCE Unit 3 & 4 subjects and one University subject (HES)

Any variation to these guidelines will need to be negotiated on an individual basis with students and parents.

Selecting subjects for the senior years is important and should be a collaborative process between the student, the family and the school. Subject selection should be approached carefully and thoughtfully. Subject counselling, advice and assistance are available and students should seek advice and support.

When choosing subjects:
- Focus on a personalised plan
- Select studies that reflect your tertiary/vocational aspirations
- Don't be in a hurry to finish Year 12
- Select studies that you enjoy and that interest you. Consider subjects that you feel motivated in and that reflect your learning strengths
- Plan for your personal best – keep the journey about you and do not be swayed by subjects that your friends or family may want you to do
- Select studies where you need pre-requisite studies. These may be for courses you want to do in Years 11 & 12 or at tertiary level
- Take studies that complement each other

The Victorian Curriculum and Assessment Authority (VCAA) has set course requirements that must be adhered to for satisfactory completion.

As students are about to plan a study program that leads into a desirable career, we understand that the choices you are making can be overwhelming. Remember that choices can be changed as can your direction. It is important to realise that the choices you make now are not 'set in stone'.

I wish you well in your choices.

Ms Sue Harrap

Assistant Principal
Learning Vision

Nossal High School is a school where highly able students:

- develop and foster a passionate curiosity for life-long learning
- are challenged to develop understanding through deep engagement with ideas and evidence
- link learning with business, industry, tertiary and research sectors of the community
- are actively involved in their local and wider community
- experience personalised and challenging programs individually tailored to meet their specific capabilities interests and career pathways
- are assessed through informed and consistent judgements to improve future learning by ongoing gathering, analysing and reflecting on evidence

The senior school academic program at Nossal is designed to:

- provide a challenging environment and promote high expectations for highly able learners
- ensure each student is given the best possible preparation and opportunity to move into their tertiary pathway of choice, or to any other appropriate pathway, and to have every possible chance of succeeding in that pathway
Who can support you?

It is very important that students engage in discussion with their parents/guardians and the teachers/staff at Nossal who can assist with the process before a final decision is made about their subject selections. There are also outside agencies that can be accessed for support. Some of these are listed in the back of this booklet.

All members of staff at Nossal High School are dynamic and enthusiastic professionals who care about the future of our students and are committed to:

- guiding the students through the best possible learning pathways to personalise their learning
- the development of learning and teaching programs with clearly defined outcomes for highly able students
- the delivery of effective assessment, recording and reporting strategies
- meeting all curriculum and assessment requirements
- assisting all students to work to their personal best

Students can seek guidance from:

Director of VCE and Senior Programs – Ms Katherine Warriner
Director of Curriculum and Pedagogy – Ms Tracey Mackin
Director of Transitions and Pathways - Ms Jenny Callahan
Careers and Pathways Coordinator – Ms Linda Rackham
Director of Student Leadership and Wellbeing – Mrs Leanne Ansalde
Director of e-Learning – Mr Stuart Fankhauser
Assistant Principals – Ms Sue Harrap and Mr Wayne Haworth
Principal – Mr Roger Page

2014 Domain Leaders

English – Mr Michael McQuaid
Maths – Mr Loi Tran
Science – Mrs Diane Latham
Humanities – Mr Angus Clark
Arts & Technology – Ms Samantha Crust
PE & Health – Mr Bryan Rule and Mr David Haverfield
Language - Mr Rohan Bramley

Before students make their final choice, they are advised to:

- read this guide carefully
- be well informed; engage in conversations with parents, older siblings and the above personnel as well as referring to the VCAA website www.vcaa.vic.edu.au

How your selections affect school organisation:

Studies on offer in this handbook will run in 2015 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2015 and individual student courses will be made after all students subject selections are submitted online (14th August). These important decisions can only be made after that time, therefore it is imperative that students meet the deadline and they are clear and decisive about the choices they have made. The organisation of the school in 2015, including the hiring of staff is determined by these selections.

Some students may need further course counselling after the curriculum offerings for 2015 have been finalised (see the timeline on the back of the handbook) particularly if their original selections will not be running in 2015.
As Nossal High is a select entry school the nature of our students means that they work at a very high level in all academic subjects. All of our students can access an individual learning pathway and choose subjects appropriate to their own strengths and interests. For many students this may include accelerating in one or more subject areas.

We have guidelines in place that students should be aware of when choosing their academic course from year to year.

**Progression to Year 10, VCE 1 & 2 and VCE 3 & 4**

- Students who wish to progress in a subject should be achieving at C or above in all areas of assessment in that subject. Students who are not achieving at this level will review their course during course counselling to ensure that they are in an appropriate pathway.

**Acceleration**

For some students it may be of benefit to accelerate by commencing a VCE Unit 1 & 2 subject in Year 10 and then continuing on to study a Unit 3 & 4 subject in Year 11. This allows students to have a sixth subject to contribute towards their ATAR. The ATAR calculation is complicated, but in simplest terms it counts English first, then the next three top scores (this is called the primary four) and then 10% of the fifth subject. If students accelerate by studying a Unit 3 & 4 subject in Year 11 they will receive an additional 10% of their sixth subject in the calculation.

The other advantage to students who accelerate is that they gain the experience of VCE earlier and know what to expect in the following year. As acceleration can however put undue stress on some, students need to be achieving at an appropriate level to accelerate.

- We recommend that students accelerate in one subject only
- We recommend acceleration only to students who have demonstrated maturity, organisational skills and high performance in the area they wish to study
- We recommend students do not accelerate in the subjects they require as prerequisites for tertiary study. We consider additional time to develop maturity and concepts to be the best preparation
- Some subjects will have specific criteria that students need to satisfy to be eligible to accelerate

For these reasons, the following guidelines apply for acceleration.

- Students who wish to accelerate in a subject should be achieving at B+ or above in all areas of assessment in the subject or appropriate subject area. eg. For Philosophy Units 1 & 2 at Year 10, students should achieve at B+ or above in Year 9 Humanities and/or English
- Students who wish to accelerate in more than one subject should be achieving at B+ or higher in the number of subjects specified for their year level. For 2015 these are:

**Year 9 - 7 subjects, Year 10 - 5 subjects, Year 11 - 5 subjects**
Higher Education Studies in the VCE (Extension)

For high achieving students there may be the opportunity to apply to study a university subject in their final year of school whilst completing their VCE. The school has an internal approval process for this. Students must first express an interest and complete an interview, then the school will approve eligible students to continue with their application. Applications are subsequently made directly to the university.

Extension studies should only be considered if students have demonstrated high performance in all subjects. Prior to 2012, only students with a 40+ study score were considered eligible to apply by the universities; even though this is no longer a requirement, it is clear they are only looking for high performing students.

An extension study can only ever be included as the sixth increment in the ATAR calculation with a maximum of five for results above 90% in their university studies. Universities have different criteria for assessing eligibility.

For further information on extension studies see Ms Warriner.

For all progression and acceleration students will be assessed on what they are currently achieving and those who wish to accelerate must be achieving at that level for acceleration when they choose their courses.

Students should also note that some VCE subjects will not be available for acceleration. These are indicated in the subject descriptions.

Ms Jenny Callahan
Director of Transitions & Pathways
Students have a wide variety of subjects to choose from in Year 10. In order to maintain a breadth of study the following guidelines apply for course selection in year 10:

1. Students must study two semesters of **English** over the year.
2. Students must study one **Maths** subject for the whole year.

A student undertaking Year 10 Maths Advanced or Units 1 & 2 Maths Methods would not undertake Year 10 Maths

3. **Science** – Students must study at least one unit of Science. They have a choice of two pathways:
   a. A choice of one or two semester length Foundation Sciences or
   b. Intensive Science which covers Biology, Chemistry and Physics and runs for a full year.
A student undertaking a Unit 1 & 2 Science subject has a number of choices:
   c. That may be the only Science they undertake
      (Students will be counselled and alerted to how this may limit their ability to undertake other sciences in the future. Final decisions will be made based on a student’s ‘individual pathway.’)
   or
   d. They may choose to do one or two semester length ‘Foundation Sciences’ as well.

4. **Health and Physical Education** – All students are required to undertake **Year 10 Health & PE** for one semester. They have the option of selecting additional subjects from within this Domain, if their subject selection allows.

5. **Humanities** – Within Humanities, a student will be required to undertake a minimum of **two semester electives**, with at least one from List ‘A’.

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A student undertaking Units 1 & 2 in History, Economics, Philosophy or Geography would satisfy the Humanities requirements
A student undertaking Units 1 & 2 in Business Management, Accounting or Legal Studies would still have to complete a semester subject from Humanities List ‘A’

6. **Arts/Technology** – Students are offered a wide range of Arts/Technology subjects to select from. It is their choice, based on their individual academic pathway, what subjects they choose. While Arts/Technology is not mandated, it is strongly recommended that students include at least one semester of Arts/Technology within their course.

7. **Language** – Students are offered a range of languages. A student wishing to choose a language must choose it for both semester one and two.

**Note:** A student choosing a Language at Year 10 may negotiate an individual pathway which is outside the subject guidelines in order to fit all their subjects. This can be done during their course counselling appointment in Term 3.
# Year 10 Subjects

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Year 10 English - AusVELS

In English there are three strands of learning – language, literature and literacy. Each of these strands contributes to the development of students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

Strands are made up of the following sub-strands:

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<td>Expressing and developing ideas</td>
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<td>Creating texts</td>
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<td>Sound and letter knowledge</td>
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Year 10 English - Elective Structure

In 2015, students will have the opportunity to develop their skills in two different semester long subjects, with subjects undertaken in Semester 2 challenging students to develop the skills established in Semester 1. While the different subjects will cover different content and texts, all subjects will support the development of the skills required of students for VCE English. All English subjects will involve reading, writing, speaking and listening.

Every Year 10 student must undertake two semesters of English from the following list:

- Year 10 English A
- Year 10 English B
- Back to Basics: Getting Your Head Around English
- Just the Classics
- From Page to Screen
- Persuasion and Deception
**English Domain**

**Year 10 English A & B**

This mainstream English course aims to develop key skills and a broad understanding of what is required for VCE English. Suitable for most students, this course will offer students the chance to practise writing text response essays, examine different resources/texts within a given context, and analyse the use of language to persuade.

Year 10 English will be offered as two semester-long subjects, ‘Year 10 English A’ and ‘Year 10 English B’. Students undertaking one of these mainstream English subjects may select mainstream English or another specialised English elective for the other semester.

**Topic 1 – Text response**

**Topic 2 – Context study**

**Topic 3 – Using language to persuade**

**Teachers to see for advice regarding this subject:** Mr McQuaid, Ms Mackin or your year 9 English teacher

**Year 10 Back to Basics: Getting Your Head Around English**

Want to improve your proficiency in the basic skills needed for VCE English? Perhaps you find the abstract concepts discussed in English difficult to grasp? If so, this might be the subject for you. In ‘Back to Basics’, you will build on your skills in planning and structuring essays, identifying persuasive techniques and using formal language effectively. This subject is most suitable for students wishing to build confidence in their practical skills in English.

While students may put themselves forward for ‘Back to Basics’, some may also be nominated by their Year 9 English teachers.

**Topic 1 – Text response**

**Topic 2 – Context study**

**Topic 3 – Using language to persuade**

**Teachers to see for advice regarding this subject:** Mr McQuaid, Ms Mackin or your year 9 English teacher
**Year 10 Just the Classics**

Are you a reading addict? If you can’t put a good book down, get ready for some of the best of the best. In ‘Just the Classics’, you will survey the work of some of history’s most celebrated novelists, poets and playwrights. Study writers such as Charlotte Bronte, Oscar Wilde, John Keats, Sylvia Plath, Arthur Miller, and works such as Homer’s Odyssey. Find out whether “the classics” are as good as everyone says.

This subject would be a good choice for students who are curious about VCE Literature.

Topic 1 (Text Response) – How to study different text types
Topic 2 (Context study) - ‘Journeys’ – Homer’s Odyssey, Ithaca (Cavafy), Ulysses (Joyce), Omeros (Walcott) and others
Topic 3 (Using language to persuade) - The nature (and validity) of the canon. Who decides what goes in and what stays out?

**Teachers to see for advice regarding this subject:** Mr McQuaid, Ms Mackin or your year 9 English teacher

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**Year 10 From Page to Screen**

In this semester-long course, you will explore the transformation that takes place when a novel, short story or other text is adapted for film or television. As well as exploring the films themselves, you will examine the reactions of fans, compare and contrast films within a chosen genre and analyse what makes a film an enduring classic.

The text list for ‘From Page to Screen’ will include film adaptations of popular novels and cult classics, as well as the original written versions.

Topic 1 (Text Response) – The basics of screen craft/understanding film
Topic 2 (Context study) – Study of different films within a student’s selected genre
Topic 3 (Using language to persuade) – The process of adaptation (stakeholders, artistic aims of the director, current affairs & how these play a part)

**Teachers to see for advice regarding this subject:** Mr McQuaid, Ms Mackin or your year 9 English teacher
**Year 10 Persuasion and Deception**

Ever wondered how seemingly simple words can change minds or even the world? ‘Persuasion and Deception’ offers you the chance to delve into the world of persuasive speaking and writing, as well as the complex jargon used in the spheres of business, politics and advertising. You’ll analyse famous persuasive texts, decipher the social codes that are euphemism and political correctness, and work out how deception threatens just about every part of our lives.

This subject would be a good choice for students who are curious about VCE English Language.

**Topic 1 (Text response) – Case studies: Fiction (1984, Wag the Dog); Non-Fiction (Richard Nixon, Bill Clinton, Children Overboard)**

**Topic 2 (Context study) - Language of deception (big business, politics, corporate world, institutional language, advertising)**

**Topic 3 (Using language to persuade) – Understanding persuasive texts (speeches/written)**

**Teachers to see for advice regarding this subject:** Mr McQuaid, Ms Mackin or your year 9 English teacher
**Year 10 Maths**

The Year 10 Maths course is based on the Australian Curriculum. It aims to further enhance students’ abilities in computing and problem solving strategies, especially in recognising mathematical patterns and relationships and in applying various mathematical rules and procedures to real life situations. Students will use technology as an effective support for mathematical activities.

These skills are to be used throughout the topics of:

- Indices
- Trigonometry
- Linear Relationships
- Algebra
- Geometry
- Probability

**Assessment**

- Ongoing course work
- Topic tests
- Topic Assignments
- Exams (technology free and technology enabled)

**Possible Pathways**

This subject leads to General Maths (Further and Specialist) and/or Maths Methods.

**Teachers to see for advice regarding this subject:** Mr Tran or your year 9 Maths teacher
Year 10 Maths (Advanced)

This course aims to further enhance students’ abilities in computing and problem solving strategies, especially in recognising mathematical patterns and relationships and in applying various mathematical rules and procedure to real life situations. Students will use technology (CAS) as an effective support for mathematical activity and learning. Students undertaking this course will gain enriched preparation for VCE Mathematics.

By the end of this course it is intended that students will have developed confidence in topics including:

- Statistics (Univariate and Bivariate)
- Geometry and Trigonometry in real life applications.
- A variety of relations (their graphs and applications), including the hyperbola, circle, truncus, as well as polynomial, trigonometric and exponential functions.
- Complex Numbers
- Vectors
- Introductory Calculus

Assessment

- Topic Tests
- Problem Solving / Investigative tasks
- Exam

Advice to Students

This course is intended for students who have completed Intermediate Maths at an advanced level and wish to consolidate their skills before beginning VCE Mathematics.

Teachers to see for advice regarding this subject: Mr Tran, Mr Witt or your year 9 Maths teacher
Year 10 Intensive Science

Intensive Science is a year-long course designed for those students who wish to undertake Biology, Chemistry and Physics at Year 10. It will prepare students for VCE studies in all three of the aforementioned sciences. Students will study the following topics:

- Biology: Cell Structure and Function, Introduction to Biochemistry, Mendelian Genetics and Natural Selection including a study of fossils.
- Chemistry: Matter, including the Periodic Table, solubility, shape and structure of molecules and compounds and their properties. Chemical and physical reactions including acids and bases, exothermic, endothermic and precipitation reactions.
- Physics: Motion in One Dimension, including kinematics, dynamics and Newton’s Law and momentum. If time permits, students will also undertake a study of energy and energy conservation.

Assessment

Ongoing course work including practical reports
Topic Tests
Exams

Advice to students

This subject is available to students who are doing well in Science in Year 9. This pathway enables students to prepare for all three VCE science studies, ie: Physics, Chemistry and Biology.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Latham, Ms Richards or Ms Mackin.
**Year 10 Foundation Biology**

Foundation Biology is a semester long course designed to prepare prospective students for VCE Biology. Students study cells and organelles in the context of cellular respiration and photosynthesis. They observe the synthesis of important biopolymers such as DNA and proteins. Students are introduced to Mendelian genetics and evolution by natural selection.

**Assessment**
- Ongoing course work including practical work and investigation reports
- Topic tests
- Exam

**Advice to students**
It is recommended that students intending to study VCE Biology study Foundation Biology at Year 10 Level.

**Possible Pathways**

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<th>Year 11</th>
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<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td>Foundation Biology</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
<td>University Enhancement studies in Biology</td>
</tr>
</tbody>
</table>

**Teacher to see for advice regarding this subject:** Mrs Latham, Mr LaBrooy or Mr Chockalingham.

**Year 10 Foundation Chemistry**

Foundation Chemistry serves as an introductory course for VCE Chemistry. Students will explore the structure of atoms, bonding between atoms, and the materials this bonding produces. Students will build on knowledge gained in Year 9 Science by investigating materials and various chemical reactions.

**Assessment**
- Ongoing course work
- Topic tests
- Multimedia presentation
- Self-designed experiment

**Advice to students**
It is recommended that students intending to study VCE Chemistry study Foundation Chemistry at Year 10 Level.

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<tbody>
<tr>
<td><strong>Recommended Option</strong></td>
<td>Foundation Chemistry</td>
<td>Unit 1 &amp; 2 Chemistry</td>
<td>Unit 3 &amp; 4 Chemistry</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Richards, Ms Warriner, Mrs Graystone, Ms Campagna or Mrs Fankhauser.
Year 10 Foundation Physics

The Year 10 Foundation Physics course allows students to develop a series of important mathematical and analytical tools which will be important in the later years of their study of Physics. The majority of the course will involve an investigation of Motion in One Dimension, and will cover the rigorous description of motion (kinematics), the analysis of causes of changes in an object’s motion (dynamics and Newton's Laws), and the use of conservation laws to facilitate the analysis of mechanical systems (momentum and energy conservation). If time permits, a study of Astronomy will be undertaken, which will focus primarily on earth-based observational astronomy, and the history of this discipline.

Assessment
- Ongoing course work including practical work
- Topic tests
- Exam

Advice to students
It is recommended that students intending to study VCE Physics study Foundation Physics at Year 10 level.

Possible Pathways

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<tr>
<td><strong>Recommended Option</strong></td>
<td>Foundation Physics</td>
<td>Unit 1 &amp; 2 Physics</td>
<td>Unit 3 &amp; 4 Physics</td>
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</table>

Teachers to see for advice regarding this subject: Mr Fankhauser, Ms Mackin or Mr Alderton
Year 10 Subjects

Health and Physical Education Domain

Year 10 Health and Physical Education
This subject has two areas of study:

Movement and Physical Activity
This dimension focuses on the important role that physical activity, sport and recreation play in the lives of Australians. The course promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. The course provides a broad overview of a variety of sports, and allows for individual creativity through movement.

Health Knowledge and Promotion
This dimension examines physical health and personal development across varying stages of the life span. It focuses on nutrition and on the physical, social and emotional wellbeing of individuals, families and communities.

Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
<td>Year 10 Health and Physical</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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<td>Education</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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</table>

Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield or Mr Hamilton.
Year 10 Sports Science

This subject allows students to look at the science of sports and how sports performance is enhanced through the application of scientific principles. The unit will expose students to many of the concepts that are studied in VCE Units 1-4 PE, including biomechanics and sports physiology, with an emphasis on practical exploration. This subject is an ideal lead up to VCE Physical Education.

Assessment
- Ongoing course work
- Laboratory reports
- Assignments

Advice to students
It is recommended that students intending to study VCE Physical Education study Sports Science at Year 10 level.

Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
<td>Year 10 Health and Physical Education and Sports Science</td>
<td>Unit 1 &amp; 2 Physical Education</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield or Mr Hamilton.

Year 10 Team Sports

This semester long elective gives students the opportunity to experience a wide range of team sports. This is a very practical elective and will allow students to further develop their teamwork, skill acquisition, strategies and sportsmanship. A wide variety of team sports will be covered from Cricket and Soccer to Netball and Handball.

Possible Pathways

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<tbody>
<tr>
<td>Year 10 Health and Physical Education and Team Sports</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield or Mr Hamilton.
Year 10 Subjects

Humanities Domain

Year 10 Asian Studies (List A)

The countries of Asia are Australia’s largest trading partners and are of vital importance to Australia’s economic growth and security. For Australians, Asia increasingly defines who we are and our place in the world. Knowledge of Asia is thus a crucial national asset at a time of rapid globalisation and social change.

In this subject, students are exposed to the rich historical, cultural, economic and political traditions of Asia, with a focus on China and Southeast Asia as well as the Indian subcontinent.

Assessment
Research projects
Presentations
Class work
Discussion
Topic tests
Exam

Advice to students
This subject strongly supports the development of skills and understanding necessary in VCE History.

Possible Pathways

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<th>Option</th>
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<tbody>
<tr>
<td>Year 10 Asian Studies</td>
<td>Unit 1 &amp; History</td>
<td>Unit 3 &amp; History</td>
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</table>

Teachers to see for advice regarding this subject: Ms Banaag, Ms D’Mello or Mr Clark
Humanities Domain

Year 10 Geography and the Natural Environment (List A)

How do we create a liveable, sustainable world for our future? This is the big geographic question facing the world today. Geography expands and develops students’ practical geographic skills, focuses their research skills on locating and processing information, and broadens their fieldwork experience and skills, with a growing emphasis on independence and cooperative learning.

Areas of Study Include the ‘Law of the Sea’ [UNCLOS], an introduction to the geography of recreation [recreational resources in Melbourne]; a two day/two night field study camp exploring the sustainable recreation and tourism opportunities of the historic town, Walhalla; and research into a policy for the sustainable use of a Global Resource of their choice.

Assessment
- Practical geographic skills
- Research Report
- Fieldwork handbook
- Exam

Advice to students

This is an excellent introduction for students considering studying Geography at VCE level, and develops skills that are transferable across disciplines. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Geography in Year 10.

Possible Pathways

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<tr>
<td><strong>Option 1</strong></td>
<td>Geography and the Natural Environment</td>
<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
<td>University Enhancement studies in Geography</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Thompson
**Year 10 Modern History (List A)**

In this subject students learn about the ways in which conflict and war have impacted both individuals and societies in the modern era. They will be engaged in one or more in depth studies of contemporary social or military conflicts from the 1960s to the present. Students may be asked to look at the social conflicts of the Vietnam War era, or the modern conflicts initiated in response to terrorism such as Iraq and Afghanistan. Students may also have the opportunity to study texts that give an insight into what life is like for people living in war-torn nations. The idea of historiography will also be introduced: the big ideas of history, such as who writes history, and the ways in which a knowledge of history informs our understanding of the present.

The course covers a wide range of potential topics. Areas of focus may include the Civil Rights Movement, Vietnam War, Iraq and Afghanistan conflicts as well as examples of civil war and unrest in a range of countries across Africa, the Middle East and Asia.

**Assessment**
- Research project
- Presentations
- Discussion
- Topic tests
- Exam

**Advice to students**

This subject strongly supports the development of skills and understanding necessary in VCE History.

**Possible Pathways**

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<tr>
<td>Modern History</td>
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<td>Unit 1 &amp; 2 History</td>
<td>Unit 3 &amp; 4 History</td>
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</table>

**Teachers to see for advice regarding this subject:** Mr Clark, Ms Chapple or Ms Warner
Year 10 Philosophy (List A)

This course introduces students to two of the most important fields of modern Philosophy: Ethics and Epistemology (knowledge). They explore the core ethical theories of Deontology, Utilitarianism and Virtue Ethics. They are also introduced to the key ideas of Empiricism and Rationalism and how these relate to our acquisition of knowledge.

This course can either provide a platform for students wishing to study VCE Philosophy or it can simply provide an opportunity for any student to expand their knowledge, improve their critical thinking ability, refine their writing style and improve their literacy skills.

Assessment

Ongoing course work
3 x Formal assessments
Exam

Advice to students

There are no prerequisites for entry into Year 10 Philosophy. Students who have very strong literacy skills (demonstrated through high achievement in English and/or Humanities) may wish to talk to the teachers listed below about commencing Unit 1 & 2 Philosophy in Year 10.

Possible Pathways

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<tr>
<td><strong>Option 1</strong></td>
<td>Philosophy</td>
<td>Unit 1 &amp; 2 Philosophy</td>
<td>Unit 3 &amp; 4 Philosophy</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Philosophy</td>
<td>Unit 3 &amp; 4 Philosophy</td>
<td>University Enhancement studies in Philosophy</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Clark or Ms Wilson
Year 10 Subjects

**Year 10 Commerce (List B)**

Through an examination of the Australian Securities Exchange (ASX), students will develop financial skills that will assist them with future VCE studies in Accounting, Business Management and Economics, as well as personal financial planning.

**Assessment**

- Ongoing course work
- Research task
- Exam

**Advice to Students**

There are no prerequisites for entry into Year 10 Commerce. This subject is not recommended for students choosing Year 11 Accounting, Business Management or Economics as an acceleration subject.

**Possible Pathways**

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<th>Year 10</th>
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<tr>
<td>Option 1</td>
<td>Year 10 Commerce</td>
<td>Unit 1 &amp; 2 Accounting</td>
<td>Unit 3 &amp; 4 Accounting</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Accounting</td>
<td>Unit 3 &amp; 4 Accounting</td>
<td>University Enhancement studies in Accounting</td>
</tr>
<tr>
<td>Option 3</td>
<td>Unit 1 &amp; 2 Economics</td>
<td>Unit 3 &amp; 4 Economics</td>
<td>University Enhancement studies in Economics</td>
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<tr>
<td>Option 4</td>
<td>Unit 1 &amp; 2 Business Management</td>
<td>Unit 3 &amp; 4 Business Management</td>
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</table>

**Teachers to see for advice regarding this subject:** Ms Toth, Mrs Pearson, Ms Loel or Ms Wilson.
**Year 10 Legal Studies (List B)**

This semester length course provides a specific focus into various areas of law, including criminal law with a particular focus on youth crime. In addition students will investigate the court hierarchy, which will include an excursion to a Magistrates’ Court.

**Assessment**

- Ongoing course work
- Excursion reports
- Mock court
- ICT tasks
- Tests
- Exam

**Advice to students**

There are no prerequisites for Year 10 Legal Studies. This subject is not recommended for students choosing Year 11 Legal Studies as an acceleration study.

**Possible Pathways**

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<th>Year 10</th>
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<tbody>
<tr>
<td>Option 1</td>
<td>Year 10 Legal Studies</td>
<td>Unit 1 &amp; 2 Legal Studies</td>
<td>Unit 3 &amp; 4 Legal Studies</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Legal Studies</td>
<td>Unit 3 &amp; 4 Legal Studies</td>
<td>University Enhancement studies in Criminal Justice (Law)</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Loel or Ms Wilson
Year 10 Languages

There will be two languages available in Year 10 within the school timetable: French and Japanese. Both languages are available for study through to VCE level. These studies provide a solid foundation to study Units 1 & 2 in Year 11.

Prior Knowledge

- Year 9 studies, at either beginner or intermediate level

Listening, Speaking, Reading and Writing

The courses for languages share a common approach to developing the four main strands of listening, speaking, reading and writing. The focus on the purposeful use of the language means that all students’ learning situations and assessment tasks resemble, as far as possible, real life situations where students are exposed to, and produce authentic text.

Students are assessed in the four areas of listening, speaking, reading and writing. Regular tests on vocabulary and sentence structures are also assessed. The different level of students’ prior knowledge of the languages is also taken into account in the design of different assessment tasks.

Teachers to see for advice regarding this subject: Mr Bramley, Ms Warner, Ms Wakeman or Ms de Mareuil

Languages through Victoria School of Languages (VSL)

Students wishing to study another language through VSL Distance Education should discuss this at course counselling.

Please note: Language is a full year course.

Teachers to see for advice regarding VSL: Mr Pegram
Year 10 Art
This semester length course provides students the opportunity to:

- Learn and experiment with a variety of printmaking techniques. i.e. Lino printing, etching or transfer prints.
- Learn how to use elements and principles of design to enhance their designs.
- Use a range of drawing, painting, collage or sculptural techniques. For example; make an upcycled sculpture from saved recycled materials.
- Describe, analyse, interpret and discuss the works of artists of the 20th & 21st Century

Possible Pathways

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<tbody>
<tr>
<td>Year 10 Art</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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</table>

Teachers to see for advice regarding this subject: Mrs Cilia

Year 10 Environmental and Industrial Design
This semester length course will provide an introduction to technical drawing used by architects, interior designers and engineers.

The students will:

- Learn how to interpret and analyse the context, purpose and audience of architectural and engineering drawings
- Use observational, visualisation and presentation drawings to create their ideas
- Use design elements and principles to enhance their creative ideas
- Experiment with freehand, instrumental and computer drawing techniques
- Produce a folio of drawings and a model to meet the needs of the client and their design brief.

Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
<td>Environmental and Industrial Design</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
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<td>Option 2</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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</table>

Teachers to see for advice regarding this subject: Mrs Cilia
**Arts Domain**

**Year 10 Drama**

This subject allows students to focus on the dramatic elements in creating, presenting and analysing at their own and others' performance. Students use expressive skills in the creation and presentation of characters and respond to a range of stimulus materials. They learn stagecraft, theatrical conventions, and different performance styles. Students will analyse their own performance and that of professional and other drama practitioners and reflect on these performances in a journal. They will create a solo performance based on a character and an ensemble performance based on a theatrical style.

**Assessment**
- Ongoing coursework
- Journal reflection
- Solo performance
- Ensemble performance

**Possible Pathways**

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<tr>
<td><strong>Option</strong></td>
<td><strong>Year 10 Drama</strong></td>
<td><strong>Unit 1 &amp; 2 Drama</strong></td>
<td><strong>Unit 3 &amp; 4 Drama</strong></td>
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</table>

**Teachers to see for advice regarding this subject:** Ms Crust

**Year 10 Multimedia**

This semester length course providing students with the opportunity to learn how to use the "Industry Standard" computer software program Adobe CS6 Creative Suite. We will be concentrating on Photoshop, Illustrator, InDesign and Microsoft Movie Maker Program.

**Students will:**
- Produce a set of creative images and a short film in response to a series of challenging design briefs.
- Using only these props (cardboard, tape, paper, textas, hats, wigs, glasses) but all of their imagination, students will break into groups and recreate a trailer from a favorite movie. Learning how to create suspense, emotion and interest when editing their short film.
- Investigate the different types of multimedia produced in our society and analyse and assess their strengths and weaknesses.

**Possible Pathways**

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<tr>
<td><strong>Year 10 Multimedia</strong></td>
<td><strong>Year 10 Multimedia</strong></td>
<td><strong>Unit 1 &amp; 2 Visual Communication Design</strong></td>
<td><strong>Unit 3 &amp; 4 Visual Communication Design</strong></td>
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</table>

**Teachers to see for advice regarding this subject:** Mrs Cilia
Year 10 Subjects

**Arts Domain**

**Year 10 Music**
This semester length course will provide an introduction to various styles of music. This course will encourage students to develop their creativity, imagination, inventiveness and the cultivation of aesthetic consideration of music.

**Students will develop an understanding in the following areas:**

- Musical elements
- Musical genres
- Music and Technology

**Advice to students**
Since music is a performance subject and years of experience enhance performance, we do not recommend acceleration in this subject.

**Possible Pathways**

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<tr>
<td></td>
<td>Year 10 Exploring Music</td>
<td>Unit 1 &amp; 2 Music Performance</td>
<td>Unit 3 &amp; 4 Music Performance</td>
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**Teachers to see for advice regarding this subject:** Mr Stella

**Year 10 Photography**
This semester length course provides a creative and challenging set of activities with a digital SLR camera.

**The students will:**

- Produce stitched panoramas, create self-portraits, tell a photographic story, create a short animation or photomation or experiment with photographers' tricks of illusion and space
- Be an official photographer at sporting and cultural events at Nossal high school
- Use Photoshop CS6 to edit, manipulate and improve their images
- Learn about photographic journalism and the ethics associated with digital manipulation of images

**Possible Pathways**

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<td>Year 10 Photography</td>
<td>Unit 1 &amp; 2 Visual Communication Design</td>
<td>Unit 3 &amp; 4 Visual Communication Design</td>
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**Teachers to see for advice regarding this subject:** Mrs Cilia
**Technology Domain**

**Year 10 Exotic Cakes, Slices and Biscuits**
This class requires students to utilise their creativity in designing and decorating cakes and biscuits. Students will learn the art of baking sweet cakes, slices and biscuits as well as the skill and techniques to decorate. Students will be given the opportunity to make a children's birthday cake and showcase their talent by submitting their piece in a class competition.

**Advice to students**
This subject strongly supports the development of skills and understanding necessary in VCE Food Technology.

**Possible Pathways**

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<tr>
<td><strong>Option 1</strong></td>
<td>Exotic Cakes and/or Nossal Entertainer</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
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**Teachers to see for advice regarding this subject:** Mrs Ansalde

**Year 10 Nossal Entertainer**
Be entertained in this semester length elective. Students will learn several ways to entertain family and friends using food. Students will learn simple tricks of the trade to make yummy and sophisticated dishes, such as entrees, canapés, mains and desserts.

**Advice to students**
This subject strongly supports the development of skills and understanding necessary in VCE Food Technology.

**Possible Pathways**

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<tr>
<td><strong>Option 1</strong></td>
<td>Exotic Cakes and/or Nossal Entertainer</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
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**Teachers to see for advice regarding this subject:** Mrs Ansalde
Year 10 Information Technology

This semester length course will be a creative approach to Information Technology. It will provide students who are willing to be challenged an opportunity to delve deep into the following:

- Problem solving through ICT
- Using contemporary computer software to organise and frame information into formats used by organisations in the 21st century.

Teachers to see for advice regarding this subject: Mr Chattrath

Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
<td>Information Technology</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications) and/or Unit 3 &amp; 4 Information Technology (Software Development)</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
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<tr>
<td>Option 3</td>
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<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Chattrath
Cross-curricular

Extended investigation

Extended investigation provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

It enhances the students’ understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to interpreting and evaluating evidence in order to answer such questions. Within the study, issues around the ethics of research are covered.

It considers how research questions are developed and focused to enable the researcher to address the key issues proposed by the research with the limits that time and resources impose. The individual investigation question developed by each student facilitates the exploration of a range of potential research outcomes and allows students to engage more deeply with an area of interest to them.

Students conduct a relevant literature review and develop project management knowledge and skills and ways of effectively presenting and communicating results. Students are introduced to a broad classification of research methods and their comparative suitability for the investigation of particular questions.

Assessment

- Folio – 3 to 4 written pieces developing critical thinking
- Case studies
- Written research plan
- Written report
- Oral report

Advice to students

There are no prerequisites for undertaking the semester unit, Extended Investigation. Students considering undertaking the unit should be confident, independent and self-managed learners.

Possible Pathways

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<td>Option 1</td>
<td>Extended Investigation</td>
<td>Any Unit 1 &amp; 2 Study</td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
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<tr>
<td>Option 2</td>
<td></td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
<td>Any University Enhancement Study</td>
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Teachers to see for advice regarding this subject: Ms Callahan or Mr Fankhauser
## VCE Subjects

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Senior students at Nossal High School complete the Victorian Certificate of Education (VCE). The VCE is administered by the school in accordance with the policies and guidelines set out by the Victorian Curriculum and Assessment Authority (VCAA).

**Reporting and Assessment**

Detailed course and assessment outlines in accordance with the VCAA requirements specified in each Study Design will be distributed to student at the commencement of each unit. Each unit will require students to undertake a range of tasks that include School Assessed Course work or Tasks (SACs or SATs). These are internally administered assessments that provide students with the opportunity to demonstrate the outcomes of the VCE.

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Both are included on the Nossal report. Both (a) and (b) contribute to the calculation of the ATAR.

**Prerequisites** vary depending on the university of interest and from year to year. Please clarify the requirements of any proposed pathway with Ms Rackham, and ensure that you have check the correct VICTER publications for your year regarding current prerequisite information.
**English Units 1 & 2**

**Unit 1**
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

**Unit 2**
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

**Assessment**

**Unit 1:**
Outcome 1: Language Analysis – Oral presentation  
Outcome 2: Text response  
Outcome 3: Context piece  
Course work: A range of class work and homework tasks

**Unit 2:**
Outcome 1: Language Analysis  
Outcome 2: Context piece  
Outcome 3: Text response  
Course work: A range of class work and homework tasks  
Exam

**Advice to students**

VCE English is the natural progression from the middle years English program. It is highly recommended that students intending to study Units 3 & 4 English have studied at least Unit 2 English.

**Possible Pathways**

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<td><strong>Option 2</strong></td>
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<td><strong>Option 3</strong></td>
<td>English</td>
<td>Unit 1 &amp; 2 English and Unit 1 &amp; 2 English Language</td>
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</table>

**Teachers to see for advice regarding this subject:** Ms D’Mello or Mrs Morgan
English Units 3 & 4

Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading with the chosen context, and the ability to explain the choices they have made as authors.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students can create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Assessment
Course work (SACs) need to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination. Teachers will also set a range of tasks that students must complete in order to obtain their ‘S’ in Units 3 & 4 English.

Unit 3 SACs:
- Outcome 1 – Issues analysis
- Outcome 2 – Text Response essay
- Outcome 3 – Context response

Unit 4 SACs:
- Outcome 1 – Text Response essay
- Outcome 2 – Context response
- Exam

English as an Additional Language (EAL)
This course is run in conjunction with English Units 3 & 4. Students eligible for EAL will be placed in an appropriate class during course counselling.

Advice to students
It is recommended if you have completed English Units 1 & 2 then you should continue onto Units 3 & 4.

Possible Pathways

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<td>Unit 3 &amp; 4 English and Unit 3 &amp; 4 English Language</td>
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Teachers to see for advice regarding this subject: Mrs Morgan or Ms Mackin
**English Language Units 1 & 2**

English Language focuses on the science and history of English. In Unit 1, students learn the various functions of language, as well as how children acquire language. A key focus is analysing speaking and writing using the subsystems of language; phonology, morphology, lexicology, syntax, semantics and discourse analysis.

In Unit 2, students examine the nature of language change over time, researching the way English has developed from its roots in Old English to the present day effects of technology. Unit 2 also focuses on how English is spoken differently in various communities throughout the world, exploring these unique approaches to the language. English Language is a highly academic subject that requires research and wide reading in order to develop confidence in applying a variety of linguistic terms and concepts.

**Assessment**

- Ongoing course work
- Topic tests
- 3 x Assessment Tasks
- Exam

**Advice to students**

This subject is a more challenging option than mainstream VCE English. It is highly recommended that students studying VCE English Language are already receiving good results in English.

**Possible Pathways**

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**Teacher to see for advice regarding this subject:** Mr McQuaid, Ms Banaag or Mr Mahalingam
English Language focuses on the science and history of English. In Unit 3, students examine the differences between formal and informal language, as well as the relationship between these registers and social context/purpose. Unit 4 focuses on language variation within Australian society and how this variation can be used to construct identity. English Language is a highly academic subject that requires research and wide reading in order to develop competence in the application of a variety of linguistic terms and concepts.

Assessment

- Ongoing course work
- Topic tests
- 2-3 School Assessed Course (SAC) work tasks per unit
- Exam

Advice to students

Students wishing to study Unit 3 & 4 English Language must have successfully completed Unit 2 English Language.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr McQuaid, Ms Banaag or Mr Mahalingam


**Literature Units 1 & 2**

Units 1 & 2 focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, such as poetry, prose, drama and/or non-print texts.

**Assessment**

**Unit One Outcomes**

Discuss how personal responses to literature are developed and justify their own responses to one or more texts.

Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

Analyse the construction of a film, television, multimedia, or radio text and comment of the ways it represents an interpretation of ideas and experiences.

**Unit Two Outcomes**

Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

**Advice to students**

It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Dr Schroor or Mr McQuaid
**Literature Units 3 & 4**

Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, not-print or combinations of these) effects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural context of literary works.

Unit 4 focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created work. In their responses, students develop an interpretation of the text.

**Assessment**

Unit 3 Outcomes

- Analyse how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Evaluate views of a text and make comparisons with their own interpretation.

Unit 4 Outcomes

- Respond imaginatively to a text, and comment on the connections between the text and the response.
- Analyse critically features of a text, relating them to an interpretation of the text as a whole.

**Exam**

**Advice to students**

It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature.

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<td>Unit 3 &amp; 4 Literature and Unit 3 &amp; 4 English</td>
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*Teachers to see for advice regarding this subject:* Dr Schroor or Mr McQuaid
**General Maths (Further) Units 1 & 2**

General Maths (Further) introduces students to the key skills required in Units 3 & 4 Further Maths in the following areas:

- Data Analysis – Display, summary and interpretation of univariate and bivariate data.
- Geometry and Trigonometry
- Linear Programming – Graphical approaches to solving optimisation problems
- Matrices – Matrix algebra and its applications

A key emphasis of these units is proficient use of a CAS calculator to solve problems.

**Assessment**

- Ongoing course work
- Topic tests
- Application Task Reports for each topic
- Exam

**Advice to students**

It is recommended, but not essential that students successfully complete Year 10 Mathematics in order to prepare themselves for this subject. Students will need to develop proficiency with the use of a CAS calculator.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Witt or Mr Jose.
Maths Domain

**Maths Methods (CAS) Units 1 & 2**

Maths methods (CAS) Units 1 & 2 are designed as preparation or Mathematical Methods (CAS) Units 3 & 4. The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’.

Students will be assessed in three outcomes.

- Outcome 1: Ability to solve problems based on skills and practice
- Outcomes 2: Ability to solve analytical problems
- Outcomes 3: Ability to use appropriate technology to obtain solutions

The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the unit.

Familiarity with determining the equation of a straight line from combination of sufficient information about points on the line or the gradient of the line and familiarity with Pythagoras’ theorem and its application to finding the distance between two points is assumed. Students should also be familiar with quadratic and exponential functions, algebra and graphs, and basic concepts of probability.

**Assessment**

- Ongoing course work
- Topic tests (tech free and tech able)
- Assignments
- Exams (tech free and tech able)

**Advice to students**

Students are advised to choose this subject carefully. Many students find the concepts covered to be quite challenging.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** All Maths staff, however, if more specialised advice is required you will be directed to a staff member who can assist you.
**General Maths (Specialist) Units 1 & 2**

General Maths (Specialist) introduces students to the key skills required in Specialist Mathematics Units 3 & 4. Topics covered include Advanced Algebra, Trigonometry, Transformations, Vectors, Complex Numbers, Kinematics, Statics and Circular Functions. Students are expected to learn the use of a CAS calculator to solve problems and identify when the use of a calculator is suitable.

Students entering General Maths (Specialist) are expected to have a high level of competency in mathematics.

**Assessment**

- Topic tests
- Assignments
- Exams (tech able and tech free)

**Advice to students**

General Maths (Specialist) is only offered to Year 11 students at Nossal High School. Students intending to study Specialist Mathematics at Year 12 should choose General Maths (Specialist).

**Possible Pathways**

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<td><strong>Option 2</strong></td>
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<td>Unit 3 &amp; 4 Math Methods (CAS) and Unit 1 &amp; 2 General Maths (Specialist)</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Callahan, Ms Desaulniers or Mr Jelinek
Further Maths Units 3 & 4

Further Maths consists of a core area of study, Data Analysis, and the three modules: Geometry and Trigonometry, Graphs and Relations, and Matrices. Data Analysis includes displaying, summarising and analysing data and contains the topics: Univariate, and Bivariate Data, Regression, Transformations and Time Series.

- Geometry and Trigonometry covers geometric and trigonometric application in two-dimensional and three-dimensional problems.
- Graphs and Relations involve construction and interpretation of graphs and Linear Programming.
- Matrices cover representation of data in arrays, applications of simultaneous equations and transition matrices.

Technology

Students use a Computer Algebraic System (CAS) calculator.

Assessment

School Assessed Course (SAC) work
- Statistical Application Task
- Three Analysis Tasks

End of year exams

Exam 1 – one and a half hours consisting of multiple choice questions (calculator and bound reference permitted)
Exam 2 – one and a half hours consisting of extended response questions (calculator and bound reference permitted)

Advice to students

It is recommended that student studying Further Mathematics have studied General Maths (Further) or Year 10 Maths Advanced.

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Maths</td>
<td>Unit 1 &amp; 2 General Maths (Further)</td>
<td>Unit 3 &amp; 4 Further Maths</td>
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<tr>
<td>Option 2</td>
<td>Maths</td>
<td>Unit 1 &amp; 2 Maths Methods (CAS) and Unit 1 &amp; 2 General Maths (Further)</td>
<td>Unit 3 &amp; 4 Further Maths</td>
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<tr>
<td>Option 3</td>
<td>Maths</td>
<td>Unit 1 &amp; 2 Maths Methods (CAS)</td>
<td>Unit 3 &amp; 4 Further Maths</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required you will be directed to a staff member who can assist you.
Maths Methods (CAS) Units 3 & 4

Maths Methods (CAS) Units 3 & 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 & 4. Assumed knowledge and skills for Maths Methods (CAS) Units 3 & 4 are contained in Maths Methods (CAS) Units 1 & 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Maths Methods (CAS) Units 3 & 4.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and ‘by hand’ approaches in simple cases.

The appropriate use of computer algebra system technology (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

Assessment

Unit 3:
2 x School Assessed Course work (SAC) tasks comprised of:
- Two equally weighted tests
- One application task

Unit 4:
2 x School Assessed Course work (SAC) tasks comprised of
- Two analysis tasks
- End of year exam

Advice to students

Students intending to study Units 3 & 4 Maths Methods must have completed Maths Methods Units 1 & 2.

Possible Pathways

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<tbody>
<tr>
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<td>Unit 3 &amp; 4 Maths Methods (CAS)</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Maths Methods (CAS)</td>
<td>Units 3 &amp; 4 Maths Methods (CAS)</td>
<td>University Enhancement studies in Maths</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required you will be directed to a staff member who can assist you.
Specialist Maths Units 3 & 4

Specialist Maths consists of Algebra, Calculus, Vectors, Mechanics and Functions and their graphs.

- The topics in Algebra include partial fractions, complex numbers and factorisation of polynomials over the complex number system.
- Calculus consists of analytic and numeric differentiation, integration of functions including circular, exponential and logarithmic functions and solutions of differential equations.
- The topics in Vectors include the algebra of vectors, geometric proofs, vector representation of curves in a plane and vector kinematics.
- Mechanics covers the areas of statics, Newton’s law and constant and variable acceleration.
- The topics in Functions include reciprocal, circular, inverse circular and conic graphs.

Assessment

School Assessed Course (SAC) work
- Two analysis tasks
- Application task
- Two tests
- Exam

Advice to students

Students studying Specialist Maths must also complete Maths Methods Unit 3 & 4. This can be done concurrently. Specialist Maths is a highly intensive course and student should have a high level of competence in mathematics if they wish to study it.

Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
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<td>Unit 3 &amp; 4 Maths Methods (CAS) and Unit 1 &amp; 2 General Maths (Specialist)</td>
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<td>Option 2</td>
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</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required please see Mr Jelinek, Ms Callahan or Ms Desaulniers.
Arts Domain

**Drama Units 1 & 2**

In these units students focus on creating, presenting and analysing their own and others' performances.

In Unit 1, Dramatic Storytelling, students use expressive skills in the creation and presentation of characters. Students investigate a range of stimulus materials, and learn stagecraft, theatrical conventions, and different performance styles drawing from a range of social and cultural backgrounds. Students will analyse their own performance and that of professional and other drama practitioners.

In Unit 2, Creating Australian Drama, students will create a solo or ensemble performance based on a person, an even, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. They will reflect aspects of identity, such as indigenous voice, the Celtic perspective, the migrant or refugee experience, the urban and bush perspectives. In this unit, students use performance styles from a range of historical, cultural and social contexts.

**Assessment**

- Ongoing course work
- 4 x Assessment Tasks

**Advice to students**

It is recommended that students intending to study VCE Drama choose Drama at Year 10 level. There are no prerequisites for entry to Units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Possible Pathways**

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<td>Unit 3 &amp; 4 Drama</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Crust
**Drama Units 3 & 4 (2016)**

The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

**Assessment:**

- Unit 3: Devised non-naturalistic ensemble performance
- Unit 4: Non-naturalistic solo performance

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Ms Crust
Music Performance Units 1 & 2

Students present performances of selected group and solo music works on one or more instruments, demonstrate technical work and develop skills in music theory, musicianship and analysis.

Assessment

Unit 1
Performance of three works including at least one group work and one solo.
Demonstration of technical work.
Research Paper.
Aural and written tests and tasks.

Unit 2
Performance of at least three group or solo works.
Demonstration of technical work.
Research Paper.
Aural and written tests and tasks.
Composition folio.

Advice to students

Students should be proficient on an instrument (which includes voice) prior to commencement of this subject, to a minimum standard of AMEB Grade 5 or equivalent for instrumentalists, and AMEB Grade 4 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended. For clarification of ‘equivalent’ standards please speak to the Music Coordinator.

Possible Pathways

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<th>Year 10</th>
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<tbody>
<tr>
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<td>Unit 1 &amp; 2 Music Performance</td>
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<td>Unit 1 &amp; 2 Music Performance</td>
<td>Unit 3 &amp; 4 Music Performance</td>
<td>Unit 3 &amp; 4 Music Investigation</td>
</tr>
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</table>

Teachers to see for advice regarding this subject: Mr. Stella.
**Music Performance Units 3 & 4 (2016)**

Students present performances of selected group or solo music works on one instrument, demonstrate technical work and develop musicianship skills including theory, aural and analysis.

**Assessment**

**Unit 3:**
- SAC 1: 15 minute performance of a selection of works from the chosen end of year exam program.
- SAC 2: Demonstration of technical work and research paper.
- SAC 3: Aural and written exam.

**Unit 4:**
- SAC 1: Demonstration of technical work and research paper.
- Exam: Aural and written exam.
- Exam: End of year solo or group performance exam.

**Advice to students**

Students should be proficient on an instrument or in the use of voice prior to commencement of this subject, to a minimum standard of AMEB Grade 7 or equivalent for instrumentalists, and AMEB Grade 5 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended. For clarification of equivalent standards please speak to the Music Director.

**Possible Pathways**

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<td><strong>Option 3</strong></td>
<td>Unit 1 &amp; 2 Music Performance</td>
<td>Unit 3 &amp; 4 Music Performance</td>
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</table>

**Teachers to see for advice regarding this subject:** Mr. Stella.
Music Investigation 3 & 4

Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpin the Investigation, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study. Students use a work they have selected from a prescribed list as a starting point, and design an investigation into a specific area of music which becomes their Focus Area. This Focus Area is the basis for study of repertoire, performance, technique and general musicianship.

Assessment:
- Research paper on genre and performance practice
- Short Composition/arrangement or improvisation
- Performance of at least two works and technical work performance
- Research paper on genre and performance practice
- Extended composition/arrangement or improvisation
- Performance of at least four works
- End of year performance exam

Advice to Students

Students should have completed at least Units 1 and 2 of Music Performance before enrolling in Music Investigation.

Possible Pathways

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<td>Unit 3 &amp; 4 Music Investigation</td>
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</table>

Teachers to see for advice regarding this subject: Mr. Stella.

Note: Music Investigation is an ideal subject for students who have already completed Music Performance Units 3 & 4 and wish to incorporate more music studies into their VCE.
**Visual Communication and Design Units 1 & 2**

**Unit 1: Drawing as a means of communication**

This area of study introduces the skill set that underpins the design process stages of generating ideas, developing concepts and refining drawings. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion.

**Unit 2: Applications of visual communication design**

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a design brief, students will undertake research, generate ideas and develop concepts to create their own design work.

**Assessment**

- Unit 1: 2 x Assessment Tasks
- Unit 2: 2 x Assessment Tasks
- Exam

**Advice to students**

It is recommended that students intending to study VCE Visual Communication and Design have studied Visual Communication and Design at Year 10 level, but this is not compulsory.

**Possible Pathways**

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<tr>
<th>Year 10</th>
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<th>Year 12</th>
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<tbody>
<tr>
<td>Option 1</td>
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<td>Unit 1 &amp; 2 Visual Communication and Design</td>
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<tr>
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<td>Option 2</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Cilia
**Visual Communication and Design Units 3 & 4**

**Unit 3: Design thinking and practice**
In this unit students gain an understanding of the process designers employ to communicate their ideas with clients, target audiences and other designers and specialists. Students investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when developing their own design ideas and concepts. Students use their research and analysis of professional visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

**Unit 4: Design development and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief from Unit 3. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**Assessment**
- Unit 3: 3 x School Assessed Tasks (SATs)
- Unit 4: 3 x School Assessed Tasks (SATs)
- Exam

**Advice to students**
It is recommended that students studying VCE Visual Communication and Design Units 3 & 4 study Units 1 & 2 of Visual Communication and Design, but this is not compulsory.

**Possible Pathways**

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<tbody>
<tr>
<td><strong>Option 1</strong></td>
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<td>Unit 1 &amp; 2 Visual Communication and Design</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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</table>

**Teachers to see for advice regarding this subject:** Mrs Cilia
Health and Human Development (HHD) Units 1 & 2

Units 1 & 2 Health and Human Development study the health and development of individuals across the lifespan from conception to death. It looks at health from a range of perspectives including: physical, social and mental health. Intellectual, social, emotional and physical characteristics of development are also explored. Unit 1 looks at issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development. During unit 2 students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

These units help young people to understand themselves, how the human body develops, and the science behind achieving optimal physical, social and mental health throughout the lifespan.

Assessment

- Ongoing course work and hurdle requirements
- Topic Tests
- 3 x Assessment Tasks
- Exam

Advice to students

There are no pre-requisites for this subject. This is a subject that lends itself to those students wishing to begin VCE studies in Year 10. The HHD units of study are written by VCAA as stand alone units, therefore students are able to complete units 3 & 4 without having completed units 1 & 2 previously.

Possible Pathways

<table>
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<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
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<tr>
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<td>Unit 3 &amp; 4 Health and Human Development</td>
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<tr>
<td>Option 4</td>
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<td>Unit 3 &amp; 4 Health and Human Development</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Haverfield or Mr Hamilton
Health and Physical Education Domain

Health and Human Development Units 3 & 4

Units 3 & 4 Health and Human Development focuses on the study of health and development of populations. Unit 3 focuses on the health and development of Australians, comparing our status with the health status of other nations. It also examines health promotion strategies and systems used by governments and communities. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status. Unit 4 takes on a global perspective in achieving sustainable improvements in health and human development. Students investigate the United Nations (UN) human development work which is encapsulated in the Millennium Development Goals, where the world’s countries have agreed to a set of measurable goals and targets for combatting poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

Assessment

- Ongoing course work and hurdle requirements
- Topic test
- 3 x School Assessed Course (SAC) work tasks
- Exam

Advice to students

Unit 3 & 4 must be taken as a sequence in one year. The HHD units of study are written by VCAA as stand alone units, therefore students are able to complete units 3 & 4 without having completed units 1 & 2 previously.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Haverfield or Mr Hamilton
Physical Education (PE) Units 1 & 2

Unit 1 is the study of body systems (muscular, respiratory, cardiovascular and energy systems) with emphasis on their impact on sporting performance. It also investigate the application of biomechanical principles to sports and human activity, with a detailed study on biomechanical advancements in the sport of your choice.

Unit 2 is the study of the characteristics of effective coaches and the principles of learning skills. Students will also investigate the activity levels of Australians, and approaches to promoting physical activity and its benefits.

Assessment
Ongoing course work
Topic Tests
4 x Assessment Tasks
Exam

Advice to students
It is recommended that students studying VCE Physical Education have successfully completed Physical Education at Year 10 level. Completing the Sports Science elective would be an advantage.

Possible Pathways

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<tr>
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<td>Physical Education and Sports Science (Year 10 elective)</td>
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</table>

Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield or Mr Hamilton
Physical Education (PE) Units 3 & 4

In this study students measure physical activity levels of groups within the population and investigate strategies for promoting activity to these groups. They also examine the responses of the body to activity, both acute and chronic, with particular attention to how the body is fuelled, causes of fatigue and mechanisms for recovery.

Assessment

- Ongoing course work
- Topic tests
- 3 x School Assessed Course (SAC) work tasks
- Exam

Advice to students

It is recommended that students studying Unit 3 Physical Education have studied Unit 1 and/or Unit 2 Physical Education, although not compulsory as VCAA states all units are ‘stand alone’. It is recommended that students studying VCE Physical Education have at least successfully completed Physical Education at Year 10 level.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield or Mr Hamilton
**Accounting Units 1 & 2**

**Unit 1: Establishing and Operating a Service Business**

This unit focuses on the basic skills and knowledge required to commence a small business of choice. Students distinguish between different ownership structures and types of businesses, in understanding the different needs of small business owners. Unit 1 Accounting teaches students how to produce and analyse financial information. Students develop skills in recording, reporting, analysing and interpreting financial data and information which can then be communicated to internal and external users of the information. These skills play an important role in the successful operation and management of a small business.

Students practically apply their knowledge of recording and reporting to a variety of case study scenarios and develop skills of explanation and discussion in interpreting financial information related to their small business venture.

**Unit 2: Accounting for a trading business**

This unit extends the accounting process from a service business to a trading business. Students are introduced to the processes of recording and reporting stock and credit transactions through a range of practical activities. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

**Assessment**

- Ongoing course work
- ICT – Case Study
- ICT – Creative business assignment
- Topic tests
- Exam

**Advice to students**

It is recommended that students wishing to study VCE Accounting study Year 10 Commerce. It is also recommended that students studying Unit 3 & 4 Accounting have studied at least Unit 2 Accounting.

**Possible Pathways**

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<td>University Enhancement studies in Accounting</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Pearson or Ms Toth
**Accounting Units 3 & 4**

**Unit 3: Recording and reporting for a trading business**

Unit 3 Accounting further develops students’ understanding of accounting for trading businesses. This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students extend on their understanding of recording and reporting stock and credit transactions. On completion of this unit students should be able to record and report financial information for a single activity sole trader using the double entry system and accrual methods of accounting. Students should also apply this knowledge to the interpretation of accounting reports and discussion of the function of the accounting system.

**Unit 4: Control and analysis of business performance**

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. This unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

On completion of this unit students should be able to record and report financial information using an accrual-based system and discuss the function of various aspects of the accounting system. They will also be required to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

**Assessment**

- Ongoing course work
- ICT Practical case study
- Topic tests
- 4 x School Assessed Course work (SAC) tasks per unit
- Exam

**Advice to students**

It is recommended that students wishing to study VCE Accounting also study Year 10 Commerce. It is also recommended that students studying Unit 3 & 4 Accounting have studied at least Unit 2 Accounting.

**Possible Pathways**

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<th>Year 10</th>
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<tbody>
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<td>Unit 3 &amp; 4 Accounting</td>
<td>University Enhancement studies in Accounting</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Pearson or Ms Toth
**Humanities Domain**

**Business Management Units 1 & 2**

During 1 & 2, students gain an understanding of small businesses, the relevant decision making that is necessary to run a business, business communication and public relations. Students also investigate the importance of being socially responsible and ethical.

Students develop their own business and complete all aspects including; market research, business plans, marketing and evaluation. This is showcased during the Nossal Market Day where students have the opportunity to sell their product/service and all profit raised is donated to charity.

**Assessment**

- Ongoing course work
- Topic tests
- End of unit examination
- 3 x Assessment Tasks

**Advice to students**

There are no prerequisites for entry into Unit 1 Business Management, although students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Business in Year 10. For further clarification please see Ms Rackham.

**Possible Pathways**

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<td><strong>Unit 3 &amp; 4 Business Management</strong></td>
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</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
**Business Management Units 3 & 4**

Unit 3 focuses on how large-scale organisations operate with a particular emphasis on social and ethical responsibility. Students investigate the various aspects of large scale organisations and the resources available for the production of goods & services in a competitive environment.

Unit 4 focuses on two outcomes: corporate management and issues in business. Students learn about the key aspects of human resources management and strategies used to manage human resources. They analyse change management and apply it to a significant business issue.

**Assessment**

- Ongoing course work
- Topic tests
- 1 x School Assessed Course (SAC) work
- Exam

**Advice to students**

There are no prerequisites for entry into Unit 3 Business Management, although students are encouraged to complete Units 1 & 2 before entering Unit 3.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
Economics Units 1 & 2

Unit 1: Economics: choices and consequences
In this unit, students come to understand how the decisions made by individuals, firms, governments, and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. Students also examine other important economic issues that are currently effecting the Australian and world economies.

Unit 2: Economic Change: issues and challenges
Through a detailed examination of the factors that affect demographic makeup and change students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. Students will analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.

Assessment
Case study analysis
Folio of annotated media commentaries
Report
Exam

Advice to students
It is recommended that students complete Units 1 & 2 prior to the commencement of Units 3 & 4.

Possible Pathways

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<td>Unit 3 &amp; 4 Business Management</td>
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Teachers to see for advice regarding this subject: Mrs Pearson
**Economics Units 3 & 4**

**Unit 3: Economic Activity**

In this unit, students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an investigation of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in such occasions. Students examine the five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Students examine the role of trade within households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards.

**Unit 4: Economic Management**

Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitude of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Students investigate how the government has utilized fiscal policy to influence aggregate supply directly in the economy.

**Assessment**

- Case study analysis
- Folio of annotated media commentaries
- Report of an investigation
- Exam

**Advice to students**

It is recommended that students complete Units 1 & 2 prior to the commencement of Units 3 & 4.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mrs Pearson
Humanities Domain

**Geography Units 1 & 2**

**Unit 1: Natural Environments**
This unit investigates the geographic characteristics of environments and landforms and the natural processes that shape and change the earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments. Two areas of study are covered:

- An investigation of natural processes and human activities that bring about change to the natural environment of Mount Stirling in the Victorian 'high country'. This incorporates a four day / three night Fieldwork Camp examining the natural environment of Mt. Stirling and the human activities leading to the changes taking place on the mountain.
- An examination of the human contribution to 'global warming' and the response of individuals, organisations and countries to meeting the challenges of this problem.

**Unit 2: Human Environments**
This unit investigates the dynamic nature and characteristics of Rural and Urban environments which can be changed in the long or short term by advances in technology, individual and organizational decisions, as well as by natural and human processes and events. Two areas of study are covered:

- Through a series of student researched and presented seminars, students analyse the characteristics of, and evaluate the links between world debt, urbanisation and slum development.
- Examination of the ‘peri-urban’ fringe of Melbourne, and the contrasting land uses and settlement patterns of this meeting of Urban and Rural environments. There is a one day fieldwork exercise investigating the geographic characteristics of the rural ‘hamlet’ at Woodend/Hanging Rock.

**Assessment**

<table>
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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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<tbody>
<tr>
<td>Fieldwork report</td>
<td>Seminar delivery, participation and analysis of findings</td>
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<tr>
<td>Practical analysis and evaluation of Geographic data</td>
<td>Fieldwork report</td>
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<td>Exam</td>
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**Advice to students**

There are no prerequisites for entry into Geography Unit 1, although students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Geography in Year 10. Please see the teacher listed below to discuss this option.

**Possible Pathways**

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<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
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**Teachers to see for advice regarding this subject:** Ms Thompson
**Humanities Domain**

**Geography Units 3 & 4 (2016)**

**Unit 3: Regional Resources**
This unit investigates the nature and distribution of resources and variations in their use over time and place. It examines the place of water as a resource in Australia, with specific application to the Murray-Darling Basin. Fieldwork (a four day/three night camp) examines future policy options for the sustainable use and development of Mt. Stirling.

**Unit 4: Global Perspectives**
This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes the effect significant parts of the globe. This unit also focuses on the ways in which people and organisations respond to the impact of global phenomena. Two case studies are covered, Human Population (an examination of the impact of human population growth and dynamics on the natural world and human populations) and Desertification (an investigation of the geographic characteristics, causes, consequences and possible solutions to this global phenomenon).

**Assessment**

**Unit 3**
Murray-Darling Basin – Analysis of geographic data
Mt Stirling Fieldwork Report

**Unit 4:**
Global Population – Practical analysis and evaluation of geographic data
Desertification – Analysis of geographic data
Exam

**Advice to Students**
There are no prerequisites for entry into Unit 3 Geography, although students are encouraged to complete Unit 1 & 2 before entering Unit 3. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Geography in Year 10. Similarly, Year 10 students with strong cross curricular skills can consider doing Unit 3 & 4 Geography in Year 11.

**Possible Pathways**

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<td>University Enhancement studies in Geography</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Thompson
Global Politics Units 3 & 4

Global Politics explores contemporary international issues, and key global factor in international politics. Students will examine the nature of conflict in the post-Cold War world, including analysis of concepts such as ‘superpower’, ‘terror’ and ‘terrorism’ in the post-September 11 world.

Unit 3

This unit investigates the role of key global actors in international politics, including the United Nations, the International Monetary Fund and non-state actors such as environmental groups and organised religions.

Unit 4

This unit focuses on the ethical considerations in regards to international issues such as refugees, weapons proliferation and global economic development. A detailed knowledge of the forces that shape our world is vital for getting a head-start in many fields of study such as Law, Finance, Engineering, Journalism and of course Politics.

Assessment

Ongoing course work
3 x School Assessed Course (SAC) work
Exam

Advice to students

There are no prerequisites for entry into Unit 3 & 4 Global Politics. Students are able to study Units 3 & 4 Global Politics in Year 11 or Year 12.

Possible Pathways

Students may wish to study Global Politics at either Year 11 or Year 12. Students in Year 11 who wish to attempt a Unit 3 & 4 subject may find Global Politics an attractive option, while students in Year 12 who have already completed some 3 & 4 subjects may wish to expand their options, improve their general knowledge and pursue the prospect of a better result in this subject.

Teachers to see for advice regarding this subject: Mr Clark
**History Units 1 & 2 – Twentieth Century History**

The 20th Century was a period of enormous change in technology, political ideas and systems, economic experiences and social attitudes and values. There were wars, revolutions, civil wars and civil rights movements – each driven by new ideas and by men and women alike.

In Unit 1 students explore the origins of WW1, crisis and conflict in post WW1 Germany, social life in the Nazi state and cultural expression in 1920s and 1930s.

Areas of study in Unit 2 include the key ideas and nature of political power in the Cold War- namely the Vietnam War, the anti-war movement in America, and the genocide in Rwanda in 1994.

**Assessment**

- Ongoing course work
- 3 x Assessment Tasks
- Exam

**Advice to students**

There are no prerequisites for entry into Unit 3 History, although it is strongly recommended that students complete Unit 1 & 2 History before entering Unit 3.

**Possible Pathways**

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<tbody>
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<td>Unit 3 &amp; 4 History – Revolutions</td>
<td>University Enhancement studies in History</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Morgan, Ms Chapple or Mr Clark
Humanities Domain

History Units 3 & 4 – Revolutions

Few concepts have inspired more interest and debate in modern historical inquiry than revolution. The term revolution conjures up all sorts of images such as masses of people marching and demonstrating in the streets and governments being overturned through violent revolt.

All revolutions have certain key elements in common. They all:

• involve some form of change
• involve relatively sudden or abrupt happenings or accelerations of previously existing rates of change
• have significant and far-reaching effects

It is these elements which form the foundation of our study along with an examination of the characteristics of revolution including violence and terror, leadership, ideology, organisation and international influence. Class work will focus on the interpretation of primary and secondary sources and the use of videos forms an integral part of course.

In this course the Russian and Chinese Revolutions will be studied. Each of the units has two specific areas of study:

AREA OF STUDY 1: Revolutionary ideas, leaders, movements and events.

In Russia this covers the period from 1905 to October 1917, while in China the time span covers 1898 to 1949. On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution. The content base of this unit includes: a chronology of key events and factors which contributed to the revolution, the causes of tensions and conflicts generated by the old regime, the ideas and ideologies utilised in revolutionary struggle and the role of revolutionary individuals and groups in bringing about change.

AREA OF STUDY 2: Creating a new society.

In the case of Russia this would cover the period from October 1917 to the aftermath of the death of Lenin in 1924. In Unit 4, the study of China covers the period from 1949 to 1976. On completion of this unit the student should be able to analyse the challenges facing the new order, and the way in which attempts were made to create a new society, and evaluate the nature of the new society created by the revolution. The content base of this unit includes: the contribution of individuals and groups to the creation of the new society, the cause of difficulties or crises faced by the revolutionary groups or governments as a new state was consolidated, the response of the key revolutionary individuals, groups, governments or parties to the difficulties that they encountered as the new state was consolidated, the compromise of revolutionary ideals and the changes and continuities that the revolution brought about in the structure of government, the organisation of society, and its values, and the distribution of wealth and the conditions of everyday life

Assessment

Ongoing course work
4 x School Assessed Course (SAC) work tasks
Exam

Advice to students

There are no prerequisites for entry into Unit 3 History, although it is strongly recommended that students complete Unit 1 & 2 History before entering Unit 3.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Morgan, Ms Chapple or Mr Clark
**Legal Studies Units 1 & 2**

**Unit 1**
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

**Unit 2**
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it effects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

**Assessment**
- Ongoing course work
- ICT presentation
- Criminal law article and case analysis
- Topic tests
- 4 x formal assessments tasks
- Exam

**Advice to students**
It is recommended that students wishing to study VCE Legal Studies choose Year 10 Legal Studies. It is recommended that students studying Unit 3 & 4 Legal Studies have studied Unit 1 & 2 Legal Studies.

**Advice to students**

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<td>University Enhancement studies in Criminology</td>
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</table>

Teachers to see for advice regarding this subject: Ms Wilson or Ms Loel


Humanities Domain

**Legal Studies Units 3 & 4**

**Unit 3**
Focuses on the institutions that determine our laws, and their law-making powers and processes. Students will consider the role of parliament, the constitution and the courts.

**Unit 4**
Focuses on ways by which legal disputes of both a criminal and a civil nature can be resolved through the courts and alternative dispute resolution methods. Students also investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system that operates in the Victorian legal system.

Throughout both units students investigate current legal cases.

**Assessment**
- Ongoing course work
- Topic tests
- 1 x School Assessed Course (SAC) work task
- Exam

**Advice to students**
There are no prerequisites for entry into Unit 3 Legal Studies although students are encourage to complete Unit 1 & 2 before entering Unit 3 & 4.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
Philosophy Units 1 & 2

Unit 1
Focuses on three branches of Philosophy: Existence, Knowledge and Reasoning. The course covers such topics as Philosophy of Mind, the question of Free Will, Philosophy of Time and various theories regarding our capacity for knowledge.

Unit 2
Focuses on Ethics, Political Philosophy and Metaphysics. The course covers ethical topics as Utilitarianism, Deontology, Justice, Virtue, Animal Rights and the Ethics of War. Students will also examine political questions about the rights of the individual, the role of the state and the purpose of government.

Assessment
Ongoing course work
3 x Assessment Tasks
Exam

Advice to students
There are no prerequisites for entry into Unit 1 Philosophy. Students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities and/or English can consider doing Unit 1 & 2 Philosophy in Year 10. Please see the teacher listed below to discuss this option.

Possible Pathways

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<td>Unit 1 &amp; 2 Philosophy</td>
<td>Unit 3 &amp; 4 Philosophy</td>
<td>University Enhancement studies in Philosophy</td>
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</table>

Teachers to see for advice regarding this subject: Mr Clark
Philosophy Units 3 & 4

Unit 3
Revisits the issues associated with Philosophy of Mind in greater detail, with studies of the work of Descartes, Armstrong and Plato on the subject. This unit also introduces the problem of ‘self’ and identity through the works of Locke, Hume and a range of Buddhist texts. Students will not only analyse the ideas of these philosophers in depth, but will also be called upon to apply their teachings to contemporary issues.

Unit 4
Focuses on what it means to live a ‘good life’. Through the works of Plato, Aristotle, Nietzsche and Singer, students will be asked to consider the role that happiness, self-discipline, morality and altruism can play in leading a rich and full life. Once again, as well as critically analysing the work of these philosophers students will be required to apply their ideas to our contemporary society.

Assessment
Ongoing course work
3 x School Assessed Course SAC work tasks
Exam

Advice to students
There are no prerequisites for entry into Unit 3 Philosophy, although it is strongly recommended that students complete Unit 1 & 2 Philosophy before entering Unit 3.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Clark
French Units 1 & 2

In Units 1 & 2 French, students begin to study more topics related to the real-world, such as: the environment, science and technology, history, migration and the arts. Students are introduced to increasingly complex authentic French written and spoken texts, and compare and contrast the lifestyles, past, present and future, of France and other French-speaking countries and communities with those of Australia. Students complete one oral assessment task per semester, for example a presentation, interview or role-play; and one written assessment task using text types and writing styles taken from the Study Guide. Students also complete one listening and one reading comprehension task assessment per semester. In Unit 1, they complete notes or a table based on the texts, and in Unit 2 they re-organise the information into a different text-type, in French.

Assessment

4 x Assessment Tasks
(writing, speaking, listening and reading comprehension)
Ongoing course work
Tests
Exam

Advice to students

It is recommended that students studying VCE French have studied French at Year 10 level. It is also recommended that students studying Units 3 & 4 French have studied Units 1 & 2 French.

Possible Pathways

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<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Background speakers only, with permission</td>
<td>Unit 1 &amp; 2 French</td>
<td>Unit 3 &amp; 4 French</td>
<td>University Enhancement studies in French</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Wakeman or Ms de Mareuil
French Units 3 & 4

In Units 3 & 4 French, students continue to study themes and issues related to French-speaking countries and communities. They use increasingly complex grammatical structures, and are able to express themselves orally and in writing with greater clarity and sophistication. In Unit 3, students do a listening comprehension task and write a 250 work personal or imaginative written piece, as well as taking part in a role-play focusing of exchanging information and resolving an issue. In Unit 4 students complete a reading comprehension SAC, as well as spoken and written SACs based on their detailed study. In Unit 4 at least 15 hours of class time and SAC 2 (parts A & B) will be focused on the detailed study, on a topic to be negotiated with the students. There is also substantial time devoted to preparing students for their final exams: a 2-hour written exam (including listening and reading comprehension and one written piece) and 15 minute oral exam (including general conversation and the presentation and discussion of their detailed study).

Assessment

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>250-300 word personal or imaginative written piece</th>
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<tbody>
<tr>
<td></td>
<td>Listening comprehension</td>
</tr>
<tr>
<td></td>
<td>3-4 minute role-play</td>
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<td>Unit 4</td>
<td>Reading comprehension</td>
</tr>
<tr>
<td></td>
<td>Part A - 250-300 word informative, evaluative or persuasive written piece</td>
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<tr>
<td></td>
<td>Part B - 3-4 minute interview</td>
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<tr>
<td></td>
<td>Ongoing course work</td>
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<td></td>
<td>Tests</td>
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<td></td>
<td>Exam</td>
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</tbody>
</table>

Advice to students

It is recommended that students studying VCE French have studied French at Year 10 level. It is also recommended that students studying Units 3 & 4 French have studied Units 1 & 2 French.

Possible Pathways

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<tr>
<th>Option 1</th>
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<tbody>
<tr>
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<td>Unit 1 &amp; 2 French</td>
<td>Unit 3 &amp; 4 French</td>
<td>University Enhancement studies in French</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Wakeman or Ms de Mareuil
Japanese Units 1 & 2

In Units 1 & 2 Japanese, students begin to study more topics related to the real-world, such as the environment, science and technology, history, migration and the arts. Students are introduced to increasingly complex authentic Japanese written and spoken texts, and compare and contrast the lifestyles, past, present and future of Japan and other Japanese-speaking countries and communities with those of Australia. Students complete one oral assessment task per semester, for example; a presentation, interview or role-play and one written assessment task, using text types and writing styles taken from the Study Guide. Students also complete one listening and one reading comprehension assessment per semester. In Unit 1 they complete notes or a table based on the texts and in Unit 2 they re-organise the information into a different text-type, in Japanese.

Assessment

4 x Assessment Tasks
(writing, speaking, listening and reading comprehension)
Ongoing course work
Tests
Exams

Advice to students

It is recommended that students studying VCE Japanese have studied Japanese at Year 10 level. It is also recommended that students studying Units 3 & 4 Japanese have studied Units 1 & 2 Japanese.

Possible Pathways

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<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Option 1</td>
<td>Japanese</td>
<td>Unit 1 &amp; 2 Japanese</td>
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<tr>
<td>Option 2</td>
<td>Japanese</td>
<td>Unit 1 &amp; 2 Japanese</td>
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<td>Option 3 Background speakers only, with permission</td>
<td>Unit 1 &amp; 2 Japanese</td>
<td>Unit 3 &amp; 4 Japanese</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Bramley or Ms Warner
Japanese Units 3 & 4

In Unit 3 students produce a 500 ji personal or imaginative written piece, analyse and use information from spoken texts, and complete a 3-4 minute role-play, focusing on the resolution of an issue. In Unit 4 students analyse and use information from written texts, write a 600 ji informative, persuasive or evaluative written response, and complete a 3-4 minute interview on an issue related to texts studied. At the end of this unit there is both an external 15 minute oral examination and a 2 hour written examination.

Assessment
- 500 ji personal or imaginative written piece
- Role play
- Informative written piece
- Oral Exam
- Exam

Advice to students
It is recommended that students studying VCE Japanese have studied Japanese at Year 10 level. It is also recommended that students studying Units 3 & 4 Japanese have studied Units 1 & 2 Japanese.

Possible Pathways

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<td>Unit 3 &amp; 4 Japanese</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>Japanese</td>
<td>Unit 1 &amp; 2 Japanese</td>
<td>Unit 3 &amp; 4 Japanese and University Enhancement studies in Japanese</td>
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<td><strong>Option 3</strong></td>
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</table>

Teachers to see for advice regarding this subject: Mr Bramley or Ms Warner
Science Domain

Biology Units 1 & 2
In Units 1 & 2 Biology, students study the cell as the structural and functional unit of the whole organism. They investigate how organ systems work in order to meet the energy and nutrient requirements of an organism. They undertake a study of adaptations in organisms and how these enhance survival chances. They investigate animal behaviour and reproductive strategies. Students observe factors prevalent in environments and habitats and learn about the complex and finely balanced network of relationships that exist in Australian ecosystems.

Assessment
3 x Assessment Tasks including practical work and fieldwork
Topic Tests

Advice to students
It is recommended that students intending to study VCE Biology study Foundation Biology at Year 10 level. It is also recommended that students intending to study Unit 3 & 4 Biology have studied at least Unit 1 Biology.

Possible Pathways

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</table>

Teachers to see for advice regarding this subject: Mrs Latham, Mr LaBrooy or Mr Chockalingham.
**Science Domain**

**Biology Units 3 & 4**
In Units 3 & 4 Biology, students consider the molecules and biochemical processes that are the indicators of life, in particular the synthesis and applications of DNA and proteins. Students observe how cells communicate and respond to stimuli in the context of the endocrine system, nervous system and immune system. Students then examine evidence for evolution over time, incorporating molecular genetics, patterns of inheritance and modern genetic technologies. Ethical considerations surrounding modern biology are also investigated.

**Assessment**
- 3 x School Assessed Coursework (SAC) tasks per semester
- Practical work
- Research tasks
- Topic Tests
- End of year external (VCAA) exam

**Advice to students**
It is recommended that students intending to study Biology study Foundation Biology at Year 10 level. It is also recommended that students intending to study Unit 3 & 4 Biology have studied at least Unit 1 Biology.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mrs Latham or Mr LaBrooy
**Chemistry Units 1 & 2**

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

Unit 1 Chemistry explores the Periodic Table and Materials. Students learn how evidence is used to develop and refine chemical ideas and knowledge, as well as use the different models of structure and bonding to explain the properties and applications of materials.

Unit 2 Chemistry focuses on Water and the Atmosphere. Students work to balance chemical equations and apply their knowledge to quantitative and qualitative investigations of reactions involving acids and bases, the formation of precipitates and gases as well as oxidants and reductants. Students study how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

**Assessment**

- Ongoing course work
- Topic tests
- Multimedia projects
- End of year exam

**Advice to students**

It is recommended that students intending to study VCE Chemistry choose Foundation Chemistry at Year 10 level. It is recommended that students intending to study Unit 3 & 4 Chemistry have studied Unit 1 & 2 Chemistry.

**Possible Pathways**

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<tr>
<td>Foundation Chemistry</td>
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</table>

*Possibility of University Enhancement in Chemistry*

**Teachers to see for advice regarding this subject:**

Ms Richards, Ms Warriner, Mrs Graystone, Ms Campagna or Mrs Fankhauser.
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Units 3 & 4 Chemistry builds upon the knowledge acquired in Units 1 & 2 Chemistry, as students increasing need to apply their understanding to real world situations.

Unit 3 Chemistry involves the analysis of chemical pathways. Students evaluate the suitability of techniques and instruments used in chemical analyses, as well as exploring the role of functional groups in organic reactions and the construction of reaction pathways using organic molecules.

Unit 4 Chemistry focuses on the use of chemistry in the real world. Students investigate the factors that determine the optimum conditions used in the industrial production of chemicals, as well as analyse the chemical and energy transformations occurring in chemical reactions.

**Assessment**

- Ongoing coursework
- 6 x School Assessed Coursework (SAC) tasks
- External end of year examination

**Advice to students**

It is recommended that students studying Units 3 & 4 Chemistry have studied Units 1 & 2 Chemistry.

**Possible Pathways**

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</table>
|          | Foundation Chemistry  | Unit 1 & 2 Chemistry      | Unit 3 & 4 Chemistry
|          |                       |                           | Possibility of University Enhancement in Chemistry     |

**Teachers to see for advice regarding this subject:**

Ms Richards, Ms Warriner, Mrs Graystone, Ms Campagna or Mrs Fankhauser.
**Environmental Science Units 1 & 2**

Students studying Unit 1 will identify and describe the natural processes within the environment and ecosystems, and analyse the impact humans and human activity have on the environment. In Unit 2 students explain and analyse the use of environmental indicators to measure the health of ecosystems and investigate a local environmental issue.

**Assessment**
- Ongoing course work
- Fieldwork report
- Oral presentation
- Multimedia report
- Practical report

**Advice to students**

Environmental Science is recommended for students who have a broad interest in science and environmental issues.

**Possible Pathways**

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<td>Unit 1 &amp; 2 Environmental Science</td>
<td>Unit 3 &amp; 4 Environmental Science</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Latham or Ms Warriner
**Environmental Science Units 3 & 4 (2016)**

Students studying Unit 3 will investigate renewable and non-renewable energy sources, biodiversity and the assessment of environmental risk to protect habitats. In Unit 4 students will evaluate management strategies for pollution risks and evaluate projects using principles of environmental management and sustainable development.

**Assessment**

- Ongoing course work
- Topic test
- Practical report
- Oral presentation
- Multimedia report
- Practical report
- Exam

**Advice to students**

Environmental Science is recommended for students who have a broad interest in science and environmental issues.

**Possible Pathways**

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<tr>
<td>Option 4</td>
<td>Foundation Chemistry and/or Foundation Biology</td>
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</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Latham or Ms Warriner
**Science Domain**

**Physics Units 1 & 2**

Units 1 & 2 in Physics focus on the development of key scientific skills, including experimental skills.

In Unit 1 students begin with an introduction to Nuclear Physics and Radioactivity, focusing on the structure of the nucleus, the nature of radioactive emissions and the impact of exposure to radioactive sources. The second core area of study is Electricity. Students explore electrostatic forces, the nature of electric current, potential difference and resistance, and develop strategies for analysing a range of electrical circuits. Finally, students undertake a detailed study. This study is chosen from six possible options: Astronomy, Astrophysics, Energy from the Nucleus, Flight, Sustainable Energy Sources and Medical Physics. In 2015 the study of Astrophysics is the one most likely to be explored.

In Unit 2 students investigate Motion, with the aim of building on the work done in Year 10 Foundation Physics and extending their understanding of this topic beyond the level of Unit 2 to some concepts from Unit 3. The second core area of study is Wave-like Properties of Light; students explore the nature and properties of waves, investigate wave behaviours and compare the wave and particle models for light. Finally, students undertake a detailed study. This study is chosen from amongst various options. In 2014 the study in Structures and Materials was undertaken, and it is likely that this will be repeated in 2015.

**Assessment**
- Ongoing course work including practical work
- Topic tests, an assignment, and data analysis tasks
- End of Year Examination covering both Units 1 & 2

**Advice to students**

It is recommended that students intending to study VCE Physics choose Foundation Physics at Year 10 level. It is also recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

**Possible Pathways**

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<tr>
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<td>Unit 1 &amp; 2 Physics</td>
<td>Unit 3 &amp; 4 Physics</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Fankhauser, Ms Mackin or Mr Alderton
Physics Units 3 & 4

Unit 3 Physics extends on the scientific skills developed in Units 1 & 2. Students begin with a study of Motion in One and Two Dimensions, exploring mechanics and including horizontal and vertical circular motion and the Universal Law of Gravitation. The second core area of study is Electronics and Photonics. They extend their understanding of electrical circuits and the properties of light, investigating various electrical and photonic circuits.

In Unit 4 Physics students begin with a study of Electric Power. They investigate the relationship between electricity and magnetism and thus explain the behaviour of DC motors and AC generators. The second core area of study is Interactions of Light and Matter. Students extend their understanding of atomic theory. They revisit the wave and particle theories of light, ultimately exploring the notion of wave-particle duality for both light and matter. Finally, students undertake a detailed study. This study is chosen from amongst various options. In 2015 it is most likely to focus on Sound.

Assessment

- Ongoing course work including practical work
- School Assessed Course work (SAC) tasks including Topic tests
- Data analysis tasks

Unit 3 only

- One Extended Practical Investigation
- Exam

Advice to students

It is recommended that students intending to study VCE Physics choose Foundation Physics at Year 10 level. It is also recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

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</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Fankhauser, Ms Mackin or Mr Alderton
Psychology Units 1 & 2

Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences, but one of the oldest fields of disciplined inquiry. Psychology aims to describe, explain and predict human behaviour. In doing so, it relies on scientific procedures rather than intuition. The application of research methods in Psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

Students will:

- Analyse the contribution that classic and contemporary theories have made to the development of psychology
- Study the specialised fields of psychology and investigate aspects of visual perception from a biological, behavioural, cognitive and socio-cultural perspective
- Consider how classic and contemporary studies contribute to our understandings of changes that take place across an individual’s lifespan
- Examine research findings to explain the formation of attitudes, and individual and group behaviour
- Examine research methods appropriate to measuring attitudes and behaviours and consider ethical issues in the conduct and use of such research
- Explore scientific ways to describe, measure and classify intelligence and personality

Assessment

Ongoing course-work

6 x Assessment Tasks, which may include:

- Tests
- Research investigations
- Media responses
- Evaluations of research
- Data analysis
- Visual presentations
- Annotated folio of practical activities

Examination

Advice to students

It is strongly recommended that students study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

Possible Pathways

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<td>Unit 1 &amp; 2 Psychology</td>
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</table>

Teachers to see for advice regarding this subject: Miss Soltys or Mrs Lee-Ack
**Psychology Units 3 & 4**

Psychology is the scientific study of mental processes and behaviour in humans. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Students will:

- Use research methods to collect and analyse data and make evaluations
- Illustrate the application of statistical procedures in the development of models and theories of psychology
- Study the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour
- Investigate the retention of experiences and memory and the factors that affect retention and recall of information including factors that affect memory
- Explore the characteristics of learning as a process that plays a part in determining behaviour
- Focus on the different types of learning and behaviour that is not dependent on learning
- Study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual's mental functioning and mental health

**Assessment**

Ongoing course-work

6 x School Assessed Course (SAC) work tasks, which may include:

- Tests
- Research investigations
- Media responses
- Evaluation of research
- Data analysis
- Visual presentations
- Annotated folio of practical activities

Examination

**Advice to students**

It is strongly recommended that students study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

**Possible Pathways**

<table>
<thead>
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<tbody>
<tr>
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</table>

**Teachers to see for advice regarding this subject:** Miss Soltys, Mrs Lee-Ack or Ms Wilson
### Information Technology Units 1 & 2

Unit 1 focuses on how individuals and organisations use, and can be effected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT and consider strategies for managing how ICT is applied. This unit includes an examination of how networked information systems allow data to be exchanged locally and within a global environment and explore how mobile devices, such as phones, are used within these networks.

Unit 2 focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

#### Assessment
- Ongoing class work
- Assignments and projects
- Test
- Exam

#### Possible Pathways

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<tbody>
<tr>
<td>Option 1</td>
<td>Information Technology</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications) and/or Unit 3 &amp; 4 Information Technology (Software Development)</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
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<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Chattrath
Technology Domain

Information Technology (Applications) Units 3 & 4

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities, taking into account both technical and non-technical constraints. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation.

Assessment

School Assessed Course (SAC) work tasks
Exam

Possible Pathways

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<tr>
<td>Option 3</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Chatrath
**Information Technology (Software Development) 3 & 4**

In Unit 3 students focus on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 & 4. Area of study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In area of study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions. In Unit 4 students focus on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

**Assessment**

- School Assessed Course (SAC) work tasks
- Exam

**Possible Pathways**

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Information Technology</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications) and/or Unit 3 &amp; 4 Information Technology (Software Development)</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
</tr>
<tr>
<td>Option 3</td>
<td>Unit 1 &amp; 2 Information Technology</td>
<td>Unit 3 &amp; 4 Information Technology (Software Development)</td>
<td>Unit 3 &amp; 4 Information Technology (Applications)</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Chattrath
Food Technology Units 1 & 2

VCE Food Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Students need to consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Assessment
- Ongoing course work
- Topic tests
- 2 x Assessment Tasks for Unit 1
- 2 x Assessment Tasks for Unit 2

Advice to students
It is recommended that students studying VCE Food Technology study at least one Year 9 or Year 10 Food Technology elective.

Possible Pathways

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Nossal Entertainer and/or Exotic Cakes, Slices and Biscuits</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
<td></td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mrs Ansalde
**Food Technology Units 3 & 4**

Food Technology Unit 3 focuses on food preparation and food controls. Students will develop an understanding of the relevant National, State and Local authorities. Unit 4 focuses on food product development and emerging trends. Students will create a folio showcasing particular productions following a written design brief.

**Assessment**

- Ongoing course work
- Topic tests
- 3 x School Assessed Course (SAC) work tasks for Unit 3
- 2 x School Assessed Course (SAC) work tasks for Unit 4
- School Assessed Task (SAT)
- Exam

**Advice to students**

It is recommended that students study Unit 1 & 2 Food Technology, to build a comprehensive knowledge of all key foods and practical skills required for this subject.

**Possible Pathways**

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Nossal Entertainer and/or Exotic Cakes, Slices and Biscuits</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Ansalde
VCE Subjects

**Technology Domain**

**Mechatronics (Systems Engineering) Units 1 & 2**

unit 1: Introduction to mechanical systems

In this unit, students are introduced to the Systems Engineering Process. They are introduced to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

**Outcome 1: Fundamentals of mechanical system design**

On completion of this unit student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.

**Outcome 2: Producing and evaluating mechanical systems**

On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

unit 2: Introduction to electrotechnology systems

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

**Outcome 1: Fundamentals of electrotechnology system design**

On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

**Outcome 2: Producing and evaluating electrotechnology systems**

On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

**Advice to students**

It is recommended that students intending to study Units 3 & 4 (Systems Engineering) choose Robotics in Year 9 and have studied Unit 1 & 2 (Mechatronics).

**Possible Pathways**

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td></td>
<td>Unit 1 &amp; 2 Mechatronics</td>
<td>Unit 3 &amp; 4 Systems Engineering</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Mechatronics</td>
<td>Unit 3 &amp; 4 Systems Engineering</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Chattrath
System Engineering Units 3 & 4

Unit 3: Integrated systems Engineering and Energy
Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

Outcome 1: Controlled and integrated systems engineering design
On completion of this unit the student should be able to investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

Outcome 2: Clean energy technologies
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4: Systems control and new and emerging technologies
Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment and components. In the final stages of the Systems Engineering Process students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Outcome 1: Producing, testing and evaluating integrated technological systems
On completion of this unit the student should be able to produce, test and diagnose an advanced mechanical-electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

Outcome 2: New and emerging technologies
On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies and analyse the likely impacts of a selected innovation.

Advice to students
It is recommended that students intending to study Units 3 & 4 (Systems Engineering) choose Robotics in Year 9 and have studied Unit 1 & 2 (Mechatronics).

Possible Pathways

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td>Unit 1 &amp; 2 Mechatronics</td>
<td>Unit 3 &amp; 4 Systems Engineering</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Chattrath
Extended Investigation Units 3 & 4

Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student’s VCE program.

Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

Assessment
Design and justify a research problem
Write a research plan
Oral report on the research plan
Critical Thinking test (externally assessed)
Oral report on findings from the research problem (externally assessed)
Written report on findings from the research problem (externally assessed)

Advice to Students
There are no prerequisites for Extended Investigation however students considering undertaking the subject should be confident, independent and self-managed learners.

Possible Pathways

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Extended Investigation</td>
<td>Any Unit 1 &amp; 2 Study</td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
<td>Any University Enhancement Study</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Callahan or Mr Fankhauser.
Publications for Assistance

Publications that may assist with choices

- CHOICE! Published by Victorian Tertiary Admissions Centre (VTAC)
- Newspaper insert: 2015 Tertiary Planner
- University booklets for Year 10 students
- VCE study-specific handbooks. Online at VCAA. These provide details of the Assessment Task deadlines for each study. These publications are essential references which must be read thoroughly and consulted regularly.

Outside Agencies and Internet Sites

- Victorian Curriculum and Assessment Authority: www.vcaa.vic.edu.au
- VTAC: www.vtac.edu.au
- My Future Careers Site: www.myfuture.edu.au
- Australian Government Information: www.myuniversity.gov.au
- Hobson’s Course Finder: www.hobsonscoursefinder.com.au
- Youth Central: www.youthcentral.vic.gov.au
If a dispute of assessment occurs in the senior school, Nossal High School will follow the dispute resolution process as recommended by VCAA in the 2014 VCE and VELS Administrative Handbook. Students will be supported in this process by the Director of VCE / Senior Programs and Assistant Principal. Parents/guardians will be kept fully informed throughout the process in writing. Throughout the resolution process students are able to represent themselves, however are encouraged to have a support person (teacher/guardian/parent/education support staff) who attends any meeting or interviews that may occur. They will be informed in writing of the final consideration by the Principal.

Assessment Dispute
(authenticity/accurate assessment/late submission)

- Interview with Teacher

- Interview with Leading Teacher
  (Director of Curriculum/VCE & Senior Programmes) & Principal

- Parents/Guardians informed in writing and invited for meeting

- Final Decision by Principal

- Parents/Guardians/Student informed in writing

- VCE/VASS data entered by VASS Coordinator
Instructions for Subject Selection Online

You will make your selections for your subjects online. Please follow these instructions:

1. Before you begin, make sure that you have access to a printer from the computer on which you are making your selections, as you will need to print out your approval form.

2. The closing date and time for selections is midnight on Thursday August 14, 2014.

3. Please do not leave it until the last moment to make your selections. If you have a problem you may not get access in time.

4. All subject selections will be downloaded after the closing date. Selections submitted by the deadline have equal priority.

Step 1. You will receive an email with a 5 digit web code and a link to the following website. Open https://web.edval.com.au/mysubjects. This will be available from Thursday July 24, 2014.

Step 2. You are now at the Edval Webchoice login page.

Enter your 5 digit Login code into the Login code box and then click the Login button.

Step 3. Read the instruction at the top and on the right hand side. Choose one subject from as many of the drop down boxes as you need to.

Step 4. Press the Submit button. If there are no problems with your selections you will be taken to a new page confirming your choices. You will need to print this page.

Note: If you do not complete the form correctly, you will receive a message, and you will need to make a change. Make your change and click on submit again. You may get another message if something else is not correct. Please continue following the instructions until you have submitted successfully.

Step 5. Ask a parent/carer to sign your printed sheet on the bottom half of the page, and bring this to school and hand it into the post boxes by Friday August 15, 2014.

Step 6. You may login again and make changes to your preferences at anytime until midnight on Thursday August 14, 2014. If you change your selection after bringing your printout to school, you will need to bring a new signed printout to the post boxes by Friday August 15, 2014.

Step 7. If you have difficulty logging-in, check you have entered the correct webcode, If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, send an email to Ms Callahan at Jennifer.callahan@nossalhs.vic.edu.au

Note: If your individual pathway falls outside our subject selection guidelines your entry will need to be made manually, please see Ms Callahan in this instance.

Every effort is made to give students their choice of subjects, but this is not always possible.
Course Selection Principles

Students in Year 10 and 11 study six subjects per semester and students in year 12 study five subjects per semester.

- Students in Year 10: Select two English units, Mathematics plus eight other semester long units in preference order – a VCE subject or Language will account for two of these units. Use the guidelines for Year 10 Academic Progression (page 6) to ensure you fulfil the selection requirements.
- Students in Year 11: Select an English plus five other subjects in preference order.
- Students in Year 12: Select an English plus four other subjects in preference order.
  - Note: Students who will be selecting their course according to an individual learning programme may need their course entered manually at school. We will be in contact with students in this category.
  - Students who have difficulty should contact Ms Warriner or Ms Callahan.

Process:

1. Make an appointment for you and a parent to attend course counselling on the day appropriate for your year level. Information will be sent out with semester reports.
2. Read this booklet and other resources carefully and have discussions at home and with others about your course and career pathways. Consult resources such as the VICTER guide for the year appropriate to you.
   1. 2014 Year 12s consult the 2015 VICTER
   2. 2015 Year 12s consult the 2016 VICTER
   3. 2016 Year 12s consult the 2017 VICTER

Have ideas and/or questions about preferred courses you wish to discuss ready for the counselling session. Course information can be found on NEO in the careers section.

Make sure you are planning a course that you are interested in and have aptitude for. Do not be unduly influenced by the aspirations other have for you. Stay true to your dreams, aspirations and capabilities. Always have a PLAN B.

3. In pencil, fill out the course planning table at the back of this booklet. Have this ready to discuss at your course counselling session.
4. Attend the counselling session.
5. Make a decision about your course for 2015 including the additional preferences. You must be decisive. Major school decisions, like staffing and curriculum offerings, are riding on what you select. It is not possible for us to plan effectively for 2015 if students and families make repeated changes to choices.
6. Log on and complete the course selections as per the guidelines below by the due date Thursday August 14, 2015.
7. Follow the timeline outlined on the back of the booklet. We stand firm on our decision not to discuss courses in the interim periods between specified dates. We need this time to make decisions and work on planning for the coming year.
Follow YOUR dreams!

Study what you enjoy and are good at!
## Planning tool for 2015 and beyond.

Use this table to help you plan your course.

<table>
<thead>
<tr>
<th>Year 10 (Year ___)</th>
<th>Year 11 (Year ___)</th>
<th>Year 12 (Year ___)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you intend to do after school?</td>
<td>English/English Language/Literature</td>
<td>English/English Language/Literature</td>
</tr>
<tr>
<td>Mathematics (___)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Goal for beyond Year 12</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

If you are in Year 10 or 11 forward map your courses into Year 11 and 12. This will help you ensure you meet the pre-requisite requirements of your post-secondary pathway and you meet the requirements of the VCE.

Website to log onto for course selection:


Log on details:

5 digit webcode: [5 digit webcode]
Follow YOUR dreams!
Study what you enjoy and are good at!
## Course Selection Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Pathways Information Night</td>
<td>Wednesday July 23, 4.00pm to 8.00pm</td>
</tr>
<tr>
<td></td>
<td>6.30pm session for those students recommended for HES enhancement studies in 2015.</td>
</tr>
<tr>
<td>Senior Course Counselling Year 9, 10 and 11</td>
<td>Wednesday August 6, 8.00am – 8.00pm by appointment (no classes this day).</td>
</tr>
<tr>
<td></td>
<td>All Year 9 counselling should be completed on this day.</td>
</tr>
<tr>
<td>Senior Course Counselling</td>
<td>Tuesday August 12 and Wednesday August 13, 9.00am – 4.00pm by appointment on Compass (normal classes this day). Students will come out of classes to meet their parents for course counselling appointments and then returned to class.</td>
</tr>
<tr>
<td>Online course selection completed by midnight Thursday August 14</td>
<td>Friday August 15 – All printed forms placed in the Nossal post boxes.</td>
</tr>
<tr>
<td>Students with course problems notified and counselled to reselect.</td>
<td>Monday September 8 through to Friday September 19. No communication about courses after this point until the week of Monday November 10.</td>
</tr>
<tr>
<td>Students notified of 2015 courses</td>
<td>Friday November 14. No communication about courses after this point until the week of Monday December 15.</td>
</tr>
<tr>
<td>Commencement of 2015 courses</td>
<td>Wednesday November 26 – Friday November 28</td>
</tr>
<tr>
<td>Unit 3 &amp; 4 VCE results released</td>
<td>Monday December 15</td>
</tr>
<tr>
<td>Final adjustments to 2015 courses by appointment</td>
<td>Monday December 15 and Tuesday December 16</td>
</tr>
</tbody>
</table>